

# Inspection of Tiny Robins Day Nursery

443 Derby Road, Nottingham, Nottingham City NG7 2EB

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Inspection date: 10 February 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy at nursery. They settle quickly into activities and show an eagerness to learn. Pre-school children enthusiastically take part in a painting activity. They repeatedly go back to it, saying 'I do it again'. Babies smile at staff, who sing to them and babble back in response. All children access a large, well-maintained garden. Pre-school children develop their physical skills by confidently climbing a large wooden frame. Toddlers show determination when climbing steps on a slide, smiling when they reach the top. Children of all ages show an interest in visitors. Pre-school children confidently engage them in conversation, discussing how old they are. They hold up four fingers and say, 'I am four! How old are you?'

Children's behaviour is good. Pre-school children respond well when staff remind them to share jigsaws with each other. Staff caringly support those who become upset during the day. Children are supported from a young age to be independent and develop life skills, ready for the next stage in their learning. For example, babies are given opportunities to self-serve at dinner time, using spoons to put potato onto their plate. Children learn how to keep safe, knowing that they use their 'walking feet' inside.

### **What does the early years setting do well and what does it need to do better?**

- The nursery curriculum follows children's interests, and staff know children well. They use observations and assessments to effectively plan next steps in learning, building on each child's knowledge. Staff and managers recognise potential gaps in children's learning and work with parents and other professionals when needed. Children with special educational needs and/or disabilities are supported. Early years pupil premium funding is spent appropriately, enabling all children to progress in their learning.
- Children and parents who speak English as an additional language are supported well. Staff engage with parents to find out key words in their home language. They use this information to develop children's language skills and to support them to settle in. For example, a child smiles as a staff member welcomes her, saying 'bonjour' as she arrives.
- Staff provide a variety of interesting activities for children to explore. Children allow staff to play alongside them, showing they have good relationships. Babies develop their physical skills. For example, they learn to handle tools by taking part in a painting activity. Staff can confidently explain what they want children to learn from an activity. However, on occasions, they do not stretch and challenge children during activities. This means that children are unable to extend their knowledge and skills further.
- Staff provide numerous opportunities for children to be creative. Pre-school children work in pairs, mixing paints together. They learn how to create new

colours, excitedly shouting 'I made purple'. Toddlers use their imagination when playing with a doctor's kit, telling staff 'you not well' when they pretend to take their temperature.

- Staff promote positive hygiene routines. Toddlers and pre-school children know to wash their hands before and after meals. Toddlers are taught how to wipe their noses, and are praised by staff when they do so.
- Children are well behaved, resulting in a calm atmosphere throughout the nursery. Staff praise children regularly for their efforts, building on their self-esteem. Staff are good role models. They encourage children to use manners, such as saying 'please' and 'thank you'.
- Communication between staff and parents is good. The nursery shares information with parents on what their children have been learning and the progress they make. Parents state that they feel supported and are happy with the nursery, saying it has a 'family feel'. Parents report that their children's confidence has improved since starting nursery.
- Managers work well with staff, who report that they feel supported. Regular supervisions and observations are carried out by managers, allowing staff to reflect on their practice. A strong induction and buddy system enables new staff to learn quickly. Training is sourced to strengthen staff knowledge in areas such as safeguarding and behaviour management, which enables them to support children in their care.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery maintained contact with families during the COVID-19 pandemic to ensure that children were kept safe. Managers are confident in their role as safeguarding leads, providing safeguarding training to all staff. Policies and procedures are followed and understood. Staff are aware that they must report any concerns they have about children and staff immediately. They are aware of the different types of abuse and what signs to look for, including those linked to radicalisation. The nursery is safe and secure. Staff regularly complete visual risk assessments of the indoors and outside. Managers follow safe recruitment procedures. They check staff suitability to ensure they are appropriate to work with children.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- support staff to recognise opportunities where they can stretch and challenge children's learning during activities, in order for them to make further progress.

## Setting details

<b>Unique reference number</b>	EY558627
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	10114543
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Tiny Robins Day Nursery Ltd
<b>Registered person unique reference number</b>	RP558626
<b>Telephone number</b>	07875121088
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tiny Robins Day Nursery registered in 2018, and is based in Lenton, Nottingham. The nursery employs 11 members of staff. Of these, one holds a level 2 qualification, with another six holding a qualification at level 3 or above. The nursery opens for 51 weeks of the year, Monday to Friday, closing for one week at Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Vaughan Prosser

## Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider, and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children. They discussed the organisation of the setting and the educational programmes. The manager discussed the safety and suitability of the premises.
- Parents and staff shared their views verbally with the inspector during the inspection.
- The inspector carried out two joint observations of activities with the manager and deputy.
- Some pre-school children spoke to the inspector, initiating conversations.
- The inspector observed the quality of education being provided in all rooms and assessed the impact that this was having on children's learning.
- A sample of relevant documentation was viewed by the inspector, including accident and medication forms.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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