

Inspection date	26 February 2018
Previous inspection date	17 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and provider are strongly motivated to continually develop the provision. Since the last inspection, they have successfully met the actions and recommendations that were set. For example, mathematics is very evident in the setting and staff make the most of opportunities to teach children to count and recognise written numbers.
- Overall, the qualified staff plan effectively for individual children's learning and monitor their progress well. This includes children who require specific, additional support to meet their needs. Staff work closely with parents and other professionals to provide a targeted approach.
- Staff provide a caring and nurturing environment that effectively supports children's emotional well-being. Children show that they feel safe and secure, and build good relationships with staff and their peers.
- Staff involve parents regularly in their children's progress and provide good details about their development. They ask parents to share their children's interests from home and include them in their planning.

It is not yet outstanding because:

- Although children's behaviour is good and staff give children timely reminders, they do not consistently maximise all opportunities to help children understand the consequences of their actions.
- Methods to evaluate the impact any additional funding, such as that for children in receipt of pupil premium, has on children's progress is not yet established well enough, to identify whether gaps in learning are closing as quickly as possible.

What the setting needs to do to improve further

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

- consistently give children the reasons why they need to be careful in certain situations to raise their awareness of their own safety.
- review how gaps in achievement for children that receive additional funding, such as early years pupil premium are reviewed to identify whether gaps are closing.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager and provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are all very clear about the reporting procedures if, for example, they are concerned about any aspect of a child's welfare or the conduct of an adult. Systems for observation, assessment and planning are working well and the deputy manager monitors the quality of these to ensure they meet the setting's standards. Regular observations of staff and supervision meetings help to check that staff continue to be suitable for their role. The manager and provider has a clear understanding of the setting's strengths and weaknesses and they demonstrate this well through targeting areas for improvement. This includes, for example, further development of the already excellent outdoor area. Staff attend regular training courses that help them to extend their knowledge. Recent training on using small parts in children's play has led to them sourcing more natural resources that children can use for their own purposes.

Quality of teaching, learning and assessment is good

Staff plan and provide a wide variety of exciting resources, activities and experiences for children based on a good understanding of their interests and abilities. Children enjoy activities and join in enthusiastically. Babies and young children enjoy an exciting range of sensory activities, such as play dough and water play with bubbles. Staff use expressive words during children's play, such as splash, to support children's early communication and language skills effectively. Babies respond happily to this and make their own sounds. Staff engage pre-school children well in learning about the initial letters in words. Children enjoy suggesting words from the environment that they can see, for example, that begin with the letter 'J'.

Personal development, behaviour and welfare are good

Children manage their own health and safety very well and have very good opportunities throughout the day to engage in physical exercise and outdoor play. They enjoy following the singing teddy bear as they clean their teeth. Pre-school children talk about different healthy foods and understand why milk is good for them, stating that it helps you get strong muscles. Children from an early age learn how to manage their own personal needs. For example two-year-olds understand that they need to use soap when washing their hands. Staff support children to learn about a wider world. For example, they have outings in the local environment and look at different festivals during the year to show children how different people live.

Outcomes for children are good

Children are very well prepared emotionally and practically for the next stage in their learning, such as moving rooms and starting school. Children develop high levels of confidence and independence. For example, pre-school children confidently talk to visitors expressing their interests. They choose their own cutlery and plates at lunchtime and clear the dirty plates away when finished.

Setting details

Unique reference number	EY438503
Local authority	Stockton on Tees
Inspection number	1116858
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	50
Number of children on roll	150
Name of registered person	Lisa Jane Smith
Registered person unique reference number	RP516127
Date of previous inspection	17 October 2017
Telephone number	01642 550942

Tummyticklers registered in 2012. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm.

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Piccadilly Gate
Store St
Manchester
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