Tiny Toes Day Nursery

Unique reference number (URN): EY495123

Address: 1 Sutherland Road, Southampton, Hampshire, SO16 8GA

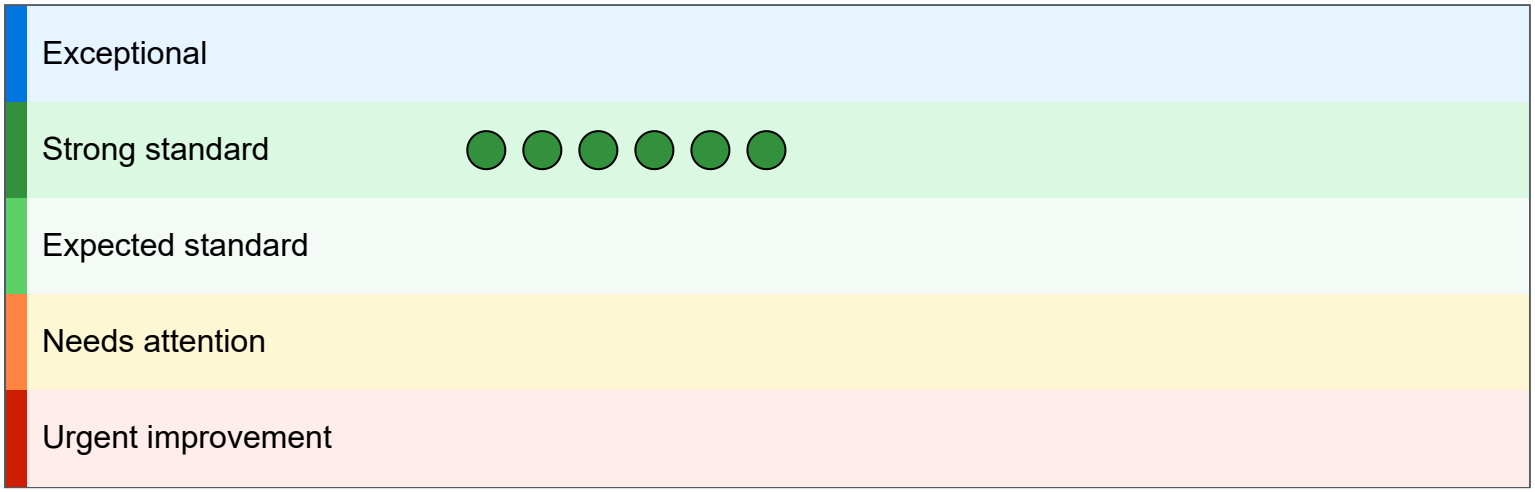
Type: Childcare on non-domestic premises

Registered with Ofsted: 15/12/2015

Registers: EYR, CCR, VCR

Registered person: Tiny Toes (southampton) Ltd

Inspection report: 4 August 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Children make more than expected progress in their learning and development and are very well prepared for their next stage of learning, such as starting school. They are confident and well mannered and have a secure understanding of the expectations for their behaviour. Children from a young age are able to make independent choices about their play and are eager to explore the provision. They develop secure relationships with their peers and happily include each other in their play, even from the youngest age.

Children's language develops rapidly in relation to their individual stage of development. Children engage in meaningful back-and-forth interactions from a very young age. This means that very young children quickly learn the concepts of conversation and sharing of their thoughts, ideas and wants. They beam in delight as staff recognise their early attempts at communication.

Children's independence skills are prioritised throughout the nursery. From a very young age, children learn to use open cups and become increasingly more independent, such as self-serving their own lunch and snacks as they get older.

Behaviour, attitudes and establishing routines

Strong standard

The environment throughout the provision has been enhanced, and staff now have a robust knowledge and understanding of recognising the impact of noise levels and poor routines on children's behaviour and wellbeing. They have changed their practice to ensure that routines are now very calm and meet the needs of the children, and that sound levels are significantly lower. This has a considerable impact on children's behaviour, which is now calm and consistent, with children having a secure understanding of the expectations. Children behave exceptionally well. There are high expectations for all children that are age- and stage-appropriate and implemented consistently throughout the provision. Children from a young age learn to play collaboratively together. For example, babies eagerly take turns rolling the ball to each other and are keen to include others in their play.

Children demonstrate that they feel settled and secure as they have built very warm and trusting relationships with staff. If children become unsettled, such as during a transition period, staff quickly and effectively meet children's needs and help them settle swiftly. Children eagerly reach out to staff for cuddles, as well as excitedly showing them their toys.

Staff act as excellent role models for children in every aspect. They model manners and taking turns, as well as modelling extensive vocabulary for children. Staff and leaders promote the importance of attendance and work closely with families to break down any barriers to children attending regularly.

Children's welfare and wellbeing

Strong standard

Children's wellbeing is now prioritised by leaders and staff. Children, including those who face barriers to learning, demonstrate that they feel safe and secure at the provision. They show secure attachments with their key person, and these are developed and strengthened from a child's first day. Children are becoming increasingly curious and explorative as they use their key person as a secure base. Leaders and staff have worked hard to strengthen their knowledge of supporting babies, and staff are now able to intuitively meet children's needs, such as knowing when children need a quiet space and providing them with this. Staff know their children exceptionally well, including their wellbeing needs and their next steps in learning and development.

Children develop secure habits to keep themselves healthy. For example, they learn to recognise hunger cues and serve themselves a corresponding amount at lunchtime. They recognise they need to drink plenty of water in the hot weather and eagerly and skilfully use the self-serve dispensers to pour their own drinks. Staff regularly share information with parents to support healthy habits, and children eagerly help themselves to the fruit bowl on the way home.

Curriculum and teaching

Strong standard

There is now a curriculum in place that is highly ambitious for all children and meets their needs. The curriculum is implemented consistently and to a high standard by all staff. Staff have worked intensively to develop a robust understanding of the curriculum aims and how to be adaptive to ensure the curriculum is age- and stage-appropriate for every child. This leads to high quality teaching that consistently supports children in all areas of learning. Staff prioritise their teaching and engagement with children over routine tasks. They ensure their engagement with children is purposeful and of a high quality. This helps children make beyond-typical progress in their learning and development.

Staff ensure mathematics is taught explicitly and frequently. For example, younger babies count ducks as they sing songs, and older children problem-solve as they learn about heavy and light while using outdoor scales.

Children benefit from purposeful physical development. For example, older children create a balancing course, which strengthens their balance and coordination. They learn to take risks safely. Staff encourage and frequently praise, which boosts children's self-confidence and self-esteem. They beam in delight as they succeed at balancing.

Inclusion

Strong standard

There have been significant changes to the provision's approach to supporting children who face barriers to learning, in particular children with special educational needs and/or disabilities. Leaders now ensure that staff have a robust knowledge and understanding, as well as the skills, to quickly identify gaps in learning and implement appropriate strategies while working closely with external agencies to ensure the relevant referrals are completed. This helps children make more than expected progress in their learning and development. Leaders now ensure that parents have an active role in setting children's targets and

reviewing these. This helps create a consistent joined-up approach that actively promotes and supports children's learning and development.

Leaders ensure that additional funding is used effectively, such as providing one-to-one care to ensure children's needs are being met well. Leaders ensure any resources that are purchased meet the children's individual needs, such as purchasing story resources to support communication development.

Staff now have a robust understanding of children's different communication styles and are highly in tune with these to enable them to effectively meet children's needs. For example, they respond quickly and appropriately when children wish to communicate by using staff's hands to point at things. Children take delight in being able to communicate their thoughts with staff and their peers.

Leadership and governance

Strong standard 

There has been significant change and improvement at this provision since the last inspection. There has been a change in leadership, and the new leaders have a detailed and perceptive understanding of the provision's strengths and areas for development. Leaders are passionate about the work that they do and are continuously observing, reflecting and enhancing practice even further. Leaders have empowered staff and other leaders so they now feel able to have an active role in the continuing development of practice. They note that their contribution is now welcomed, valued and acted upon.

Leaders have worked exceptionally hard to improve the quality of the provision. They now ensure that they have effective oversight of staff practice and are implementing rigorous training, coaching and mentoring of staff to improve their knowledge of safeguarding and to improve the quality of teaching. There is now a positive culture around whistleblowing, and staff feel confident in the procedures to follow should they need to do this. Staff are now effective at identifying potential hazards and mitigating against these. For example, staff quickly and efficiently clean the floor during mealtimes to remove any potential trip hazards.

Leaders and staff work hard to develop key attachments with families before they even start at the provision. For example, they share videos of staff introducing themselves and singing songs. This helps children and parents to become familiar with staff, which enables a smoother transition into the provision. This partnership continues to strengthen once a family attends, with staff running regular events for families, such as 'Dad and Dens' day and encouraging families to borrow books from the lending library.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children, including those who face barriers to learning, are now thriving at this provision. They have exceptionally warm and trusting relationships with staff and peers. Very young babies now demonstrate they feel safe and secure and use their key person for reassurance as and when needed. Young babies now feel confident to be curious and explore the world around them, knowing their key person is right where they need them to be.

Children take ownership of their space and their belongings, and staff act as very positive role models. This helps to create a positive culture where everybody shares responsibility to

look after their space. For example, children eagerly help to make their beds and create their sleeping space at nap time, which means they create a calm and relaxing space that they look after.

Children develop their communication through songs and stories throughout the provision. Babies eagerly copy actions to favourite nursery rhymes, and older children spontaneously sing favourite rhymes. Leaders have introduced new initiatives such as 'drop and read' to really engage children's enthusiasm with storytelling. As soon as children hear the bell, they race to the story chair and sit eagerly for their story. Children then develop their vocabulary even further as they make attempts at telling their friends the story.

Children consistently demonstrate high levels of engagement. They are keen to learn and enhance their knowledge further. They are excited to share their accomplishments with staff and the new discoveries they make. For example, children eagerly show staff how to turn the numeral 3 into a heart shape and beam in delight at their discovery.

Next steps

- Leaders should ensure continued improvement in the setting's successful work to remove barriers for children who need extra help to realise a transformational impact on all children's achievement and wellbeing.

About this inspection

There has been a change in leadership since the last inspection.

The inspector spoke with leaders, staff, parents and children.

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.

Inspector:
Natasha Jarvis

About this setting

Unique reference number (URN): EY495123

Address:
1 Sutherland Road
Southampton
Hampshire
SO16 8GA

Type: Childcare on non-domestic premises

Registration date: 15/12/2015

Registered person: Tiny Toes (southampton) Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:00 - 18:30

Local authority: Southampton

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 4 August 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

118

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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