

# Tiny Toes Pre-School Ltd

The Community Hall, Rydon Road, Kingsteignton, Newton Abbot, Devon, TQ12 3QG

## Inspection date

18/10/2012

Previous inspection date

27/01/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children            | 2 |
| The effectiveness of the leadership and management of the early years provision        | 2 |

## The quality and standards of the early years provision

### This provision is good

- Staff implement a highly effective key worker system, so children are happy and keen to learn. This success derives partly from the excellent relationships children have with staff
- Staff have very clear expectations of children's behaviour, so children learn to respect each other and to treat resources with care
- The staff provide a welcoming, secure and inviting pre-school in which children engage fully in activities that are of interest to them and which meet their needs and abilities, so all children make good progress in relation to their starting points
- The leadership and management have good systems that establish positive relationships with parents, which support children's learning and development well
- The managers monitor the provision effectively and encourage staff professional development and continuous improvement for the pre-school and its children.

### It is not yet outstanding because

- Opportunities for children to play and extend their learning in the outside space are not fully embraced.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spoke to staff and held discussions with the manager
- The inspector undertook observations of children and staff interactions with them, inside and outside
- The inspector spoke to some parents to gain their views on the pre-school
- The inspector carried out a joint observation with the managers of a teaching activity
- The inspector reviewed some relevant paperwork including children's learning records, planning documents and staff qualifications.

## Inspector

Katharine Lamb

## Full Report

### Information about the setting

Tiny Toes Pre-School Ltd is managed by a private partnership and operates from the ground floor of the Rydon Community Hall in Kingsteignton near Newton Abbot in Devon. These premises offer a private car park. It was registered in June 2008 on the Early Years Register to care for up to 26 children. The pre-school is open from 9am to 3pm each Monday, Wednesday, Thursday and Friday in school term times. Children may attend all day or each session and may also stay for lunch. There is enclosed rear play space. There

are currently 41 children on roll aged between two and five years. The pre-school receives funding to provide free early education for children aged three and four years. They are cared for by a team of seven staff, all of whom hold a relevant early years qualification at level 3. The pre-school supports children who learn English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- extend the use of the outdoor area to encourage children to explore, build and role play, for example by providing: 1) 'tool boxes' containing things that make marks, so that children can explore their use; 2) large and small blocks and boxes for construction ,and 3) chimes, streamers, windmills and bubbles to investigate the natural world, such as the effects of wind.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The pre-school meets the needs of all children very well. All are keen to arrive and settle quickly choosing from the wide range of interesting activities set out. The atmosphere is calm and organised with children and staff understanding how sessions run. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by staff. This effective guidance has a positive impact on children's learning and development meaning that children make good progress from their starting points on entry to the pre-school. Children are clearly enjoying their play and are keen to show their friends and staff what they can do, showing a positive attitude to learning. Staff are attentive and supportive to children's learning. They talk to children clearly, getting down to their level and using good eye contact. They question children about what they are doing and leave time for them to answer. This consideration helps extend all children's vocabulary, including any who are learning English as an additional language or who may have speech or language problems.

In the playdough area children are able to ask for extra tools to use and staff are quick to get them and to describe what they want them for; for example, making playdough flat, rolling it and for hiding shells. Staff demonstrate how to use the tools and support younger children particularly in learning to use them. Children become excited when they are able to use the tools to uncover hidden shells in the playdough, showing enthusiasm for learning. Children relish making a train out of different sized boxes. They see how

many children they can fit in the boxes and ask staff for help joining them together. Staff use mathematical language with them discussing the shapes of the boxes and the number of children that can fit inside.

Staff help children practise gaining good hand and finger control by providing a number of different experiences; for example, threading activities. They know to help themselves to tools such as scissors and use these with care on the craft table. Children visit the comfy book corner independently and browse through books on their own or in small groups. Older children show they know that print carries meaning as they pretend to 'read' stories. They show a love of books by replacing them afterwards and looking after the book corner. Physical development is promoted through outside play and "sticky kids" activities. Children also have access to a computer and play useful games that extend their technology skills, helping them to gain skills for their future lives.

Children are keen to use the outside area although access to this is somewhat limited. Resources outside support children's physical development well but staff provide few other resources to extend other areas of learning.

Planning meets the needs of children very well. Staff plan activities that can be adapted to meet children's changing interests and abilities. These interests are used to plan enjoyable learning activities that support the next steps children need to take in their development. Staff use discussions with parents and observations of children well to support the planning. Children's progress is closely monitored through an effective system. Observations are sent home using an innovative 'caterpillar' system where notes are made against the areas of learning for parents to read. All seven areas of learning are covered in the planning, detailing a broad programme of activities. The outside space is not, however, used to its full potential. Inside there is a wide range of resources that add to children's activities and cover all learning areas effectively. Through talking to parents, staff establish their children's starting points when they first enter the pre-school, so they can build on what children already know, understand and can do.

Parents speak highly of the 'key person' system, in which their children are cared for by a particular member of staff, reporting that children have strong bonds with these staff. Staff encourage parents to share useful information about their child when they start at the pre-school and they have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date on their children's progress.

### **The contribution of the early years provision to the well-being of children**

Staff implement an effective system, so children are emotionally secure when in the pre-school which helps them to feel safe in the setting. Children are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. 'Key persons' are allocated depending on who children bond with, and these staff work well to form strong and trusting relationships with the children and their families. Staff respond well to the needs of individual children.

Staff set out the environment safely and children are reminded to walk inside, if needed. Older children help each other at times with activities but sometimes younger ones struggle with sharing resources. Staff are quick to help and support children to sort out minor disagreements amicably. Staff get down to children's level to play with them. They listen to what children have to say and are clearly interested in their thoughts, showing they value these, which helps boost confidence. Staff organise themselves very effectively so someone is always available to give children support should it be required.

Children learn to manage their lunchboxes at lunch time, knowing that sandwiches should be eaten first, because staff supervise children well. Children enjoy a caf-style snack. Snack time gives children the chance to try new foods and talk about their different tastes, colours and textures. They count blackberries as they serve them and are independent in requesting drinks. Children show excellent table manners when having snack, responding well to staff expectations. Staff talk to children as they eat, making meal times sociable occasions.

The room is set up, ready and thoroughly checked before children arrive. A comprehensive risk assessment details required daily checks, which are recorded and referred to, to ensure the playroom and activities are safe for the children. Practitioners encourage good behaviour from children; they model good behaviour and use praise to encourage children. They also give children explanations as to why they cannot do certain things. Daily routines help children to understand about safety and careful use of resources. Children make friends, are interested in activities, enjoy their time and look after each other. These are all things that help them prepare for the eventual move to school.

### **The effectiveness of the leadership and management of the early years provision**

The leadership and management's arrangements for safeguarding children's well-being are well established and effective. There is a clear safeguarding policy and thorough procedures are in place. These include a mobile phone policy that is shown to all visitors on arrival. All staff have a very detailed knowledge of safeguarding procedures; students are given relevant training too, so can comply with the policy. The managers give safeguarding high priority and work well with external agencies when needed. Staff understand the need to provide a safe and secure environment for children and they do this effectively.

The pre-school works well with the local authority to seek additional support for any children who need it and to improve the provision in general. Managers run useful in-house training for staff after attending relevant courses themselves. They seek staff views about what training they feel they need and respond appropriately. There is a generally effective appraisal system in place. This system is being reviewed to include supervision meetings. The managers have recently attended appraisal and supervision training and are implementing new routines to reflect the new knowledge they have gained, to further enhance the system.

Management establish effective weekly systems to receive feedback from staff. Managers reflect on the provision they offer families and have good recognition of the pre-school's strengths and weaknesses, highlighting areas on which they want to work. They are realistic with their plans. Managers carry out valuable spot checks on the staff's work to check quality is high and consistent. Managers are also implementing systems in which staff observe each other's teaching to help improve practice. Managers are committed to improving what they offer the children and have a clear vision for the pre-school's future.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Before starting, families are offered 'taster' visits and state they find these invaluable. Parents are kept well informed through newsletters and informal chats. Parents take pride in the pre-school and are keen to help, recently raising funds for an indoor climbing frame, so demonstrating the positive partnerships that exist between them and the staff.

### What inspection judgements mean

#### Registered early years provision

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.   |
| Grade 2 | Good         | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.   |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.   |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.  |
| Not Met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.  |

### Inspection

This inspection was carried out by Ofsted 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.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY388394                 |
| <b>Local authority</b>             | Devon                    |
| <b>Inspection number</b>           | 815899                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 4                    |
| <b>Total number of places</b>      | 26                       |
| <b>Number of children on roll</b>  | 41                       |
| <b>Name of provider</b>            | Tiny Toes Pre-School Ltd |
| <b>Date of previous inspection</b> | 27/01/2010               |
| <b>Telephone number</b>            | 07896 644259             |

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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