

# Tiny Explorers Pre-school

Thurcroft Infant School, Locksley Drive, Thurcroft, ROTHERHAM, South Yorkshire, S66 9NT

<b>Inspection date</b>	10/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
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 work together well as a team. They are friendly, approachable and well organised, giving good attention to providing a safe environment. Parents are very complimentary of the provision and the care their children receive.
- The setting is bright and welcoming. Children are able to explore and decide what they want to play with, which means they feel comfortable and at home in their surroundings. They demonstrate positive relationships with their peers and practitioners.
- The indoor and outdoor child-focused learning environment provides a good range of interesting and stimulating activities that engage children and build on their interests. This is complimented by a comprehensive range of good quality toys and resources to effectively support their learning and development.
- Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- There is room to further develop the already good opportunities in place for children to investigate the natural world. For example, by providing a gardening area.
- Practitioners do not always make use of opportunities to extend children's rapidly developing knowledge of numbers and shapes, for example, by counting and talking about shapes during play.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the pre-school room and the outdoor environment.
- The inspector observed the children at snack and lunch times.  
The inspector looked at children's learning journeys, observation and assessment records and children's 'home to pre-school book'. She also looked at the planning, the evidence of the suitability of staff, and a selection of policies and risk assessments.
- The inspector completed a joint observation with a manager, held meetings with the managers and spoke to the practitioners.
- The inspector also took into account the views of parents spoken to on the day.

## Inspector

Christine Walker

## Full Report

### Information about the setting

Tiny Explorers was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and managed by Tiny Explorers Limited. The provision has re-registered due to a move of premises. It operates from a designated room within Thurcroft Infant School, Rotherham. The pre-school serves the local area and is accessible to all children. Children are cared for in one large room and they have access to an enclosed outdoor play area.

The pre-school employs nine members of child care staff. Of these, six hold appropriate early years qualifications at level 3, and the remaining three hold level 2. The pre-school is open each weekday between 8.15am to 2.45pm during term time only. Children attend for a variety of sessions. There are currently 62 children on roll in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. It supports children with special needs and/or disabilities, and children who speak English as an additional language. The pre-school receives support from the local authority and holds the local authority's Basic Skills Quality Mark.

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

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

- increase opportunities for children to investigate and learn about plants and how they grow in the natural world
  
- develop further the educational programme for mathematics to encourage children to use mathematical language and counting skills through naturally occurring play opportunities.

## Inspection judgements

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

The educational programmes provide a good range of interesting and challenging experiences, and practitioners have a secure knowledge and understanding of the needs of children in the Early Years Foundation Stage. The layout of the room is carefully planned and resources are of a high quality. Areas of the setting are well resourced and all areas are frequently updated to ensure they offer sufficient challenge to children. The outdoor area provides purposeful activities. The organisation of the setting and the routines help children to settle quickly and grow in confidence. Practitioners know

individual children well and recognise the importance of them building relationships and feeling secure. Practitioners are skilful in gently encouraging less confident children to join in activities. For example, picture cards are used to encourage children to join in at circle time. Children's starting points are gained from parents before they start pre-school. The 'all about me' sheet is updated regularly, and this helps parents be involved in their children's learning. This is used alongside regular observations, which feed into the planning via individual children's next steps, and are cross-referenced into children's learning journeys. This enables key persons to monitor their key children and plan for their future individual learning and development needs.

Practitioners have very positive relationships with the children and expectations are high. They are very enthusiastic, give frequent praise and use a broad range of teaching techniques to engage children in the wealth of activities available. Children are happy and confident learners and behave very well. They enjoy the mix of adult-led and child-led activities and display high levels of motivation. Children freely select from the very good range of activities and enjoy their learning in a rich, stimulating environment. The outdoor area provides a good learning space which is well utilised. For example, children display concentration and perseverance as they build a train from cardboard boxes, make music with the saucepans and wooden rolling pins, ride their bikes and look at spiderwebs. However, there is scope to further enhance this well-used outdoor space with a growing area to extend children's knowledge of the natural world, plants and how they grow.

Children's communication is actively encouraged as a result of practitioners motivating children's interests within discussions and through appropriate questioning. Registration time actively supports children's developing language skills as they acknowledge each other and practitioners. Circle time encourages children to listen and concentrate. They attentively listen to the story of a brown bear and join in the refrain, naming the colours of the animals. They sing a variety of familiar songs with actions, and make the most of role play areas. Using their imaginations, they act out real and imagined experiences. For example, they take turns in being the space man and flying to the moon, and going shopping for tea. Children make buns from rice and pasta, enjoy sticking and display pre-writing skills as they write their name. There are number of displays around the room, and children use words such as 'full' and 'empty' when pouring water in the water tray. However, opportunities to encourage children to count and use mathematical language within spontaneous activities are not always used to their full extent to progress their learning. The pre-school has recently purchased a laptop computer and added to the range of technology resources. Children access the computer independently, order a takeaway on the phone in the home corner, and proudly show visitors their own photographs. Given their starting points, children are making good progress across all areas of the Early Years Foundation Stage, and parents speak highly of their progress.

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

Practitioners develop close and trusting relationships with the children and parents. The well-established key person system means they know the children well and can confidently discuss their learning needs and individual personalities. This means children settle well and are happy and emotionally secure, and this enables them to form secure attachments

with practitioners and peers. Children demonstrate this when they happily talk to the inspector about their friends at pre-school and actively engage her in their play as they go shopping. Children's readiness for transition to school is effectively supported with visits and role play activities. The pre-school has good links in place with the adjacent local school and children's centre. Parents spoken to at the time of the inspection all commented on the caring, friendly staff.

Children learn to behave well because they know what is expected of them. Practitioners give clear guidance to children as they gently remind them of the 'golden rules' at registration and use the occasional prompt to reinforce turn taking. Children are encouraged to develop healthy lifestyles as they manage their personal needs and develop their independence. For example, they register themselves using rockets containing their name and photograph, and later move this from the registration board to the snack area to gain their snack. They competently select their own snack and pour their own drink from a range of healthy food and drinks. Children gain knowledge about healthy eating and confidently discuss what foods are good for you. Children's physical development and independence are further supported as they are encouraged to fasten coats and put on their shoes.

Children are becoming independent active learners as they freely select from the well-organised resources. Children are happy, play well together and are motivated to learn. The large, welcoming and well-organised pre-school room and outdoor space offer a continuous learning provision, with free-flow access to the outdoors actively enhancing children's physical development. Children learn about sensible risk taking and keeping safe. For example, they balance, walk and jump from a walkway of milk crates. Younger, less-able children are supported by staff, who offer encouragement and praise. Children's learning is further supported by their current interests, as noted by parents and observed by key persons. For example, the current topic of space rockets has been developed to support children's interests. Consequently, children's learning is developed through planned, purposeful play.

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

The managers of the pre-school work closely together to ensure the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage are successfully met. Regular discussions with practitioners are used to identify training and development needs, ensuring continuing professional development. The recruitment, appraisal and mentoring scheme, and the induction procedure for new staff and students, are comprehensive. They ensure all practitioners involved in the pre-school become confident and feel a valued member of the team. They also have individual training and professional development plans, identifying ways to improve their knowledge and practice. Training is seen as a priority, and staff are supported to gain further relevant childcare qualifications.

A comprehensive range of well-thought-out policies and procedures are in place which underpin the safe and efficient management of the setting, and these are followed well.

For example, visitors' identification is checked on arrival and this is verified through a telephone call to their company to confirm their identity. The arrivals procedure ensures all children are individually welcomed and signed in on the attendance register to ensure their safety. Children are safeguarded very well; the manager has attended advanced safeguarding training and all practitioners are aware of their responsibilities in protecting children and the local safeguarding procedures. All members of staff are vetted to ensure they are suitable to work with children. The pre-school works closely with other professionals involved with children and their families to ensure continuity and coherence, and aid transitions to school.

The organisation and deployment of staff is effective, which means activities are managed well, and the effective staff rota ensures children receive very good levels of attention. Risk assessments are implemented and updated when necessary. Fire drills are completed regularly, which ensures that risks to children are minimised. The pre-school has completed a self-evaluation form and actions plans that identify strengths and weaknesses. These prioritise the way forward. For example, the pre-school has recently been awarded a grant and has installed a new baby changing unit, which has steps to encourage the independence of all children. The managers have a detailed vision for the pre-school and are fully committed to its continued development. The self-evaluation form takes into account the views of practitioners and parents, whose views are obtained using questionnaires and feedback via the comments box. Children are consulted by using 'thumbs up/down' and taking their own photographs of things that they have enjoyed.

Children make good progress in their learning and development because practitioners have a secure understanding of the seven areas of learning and their teaching is rooted in a good knowledge of how children learn and develop. They provide varied and challenging activities and experiences for children, in order to meet different their individual interests and abilities. Planning is efficient and takes account of children's interests and their next steps of learning and development. This means that children's aptitudes and present stage of learning are successfully identified and met. Monitoring the observations of what the children can do enables key persons to swiftly identify any possible gaps in their learning and development. This allows them to plan for these areas to further support their progress. Consequently, children's abilities and achievements are recognised and supported throughout the Early Years Foundation Stage as they progress towards the early learning goals.

Partnerships with parents are very good. There is successful liaison with parents and other professionals where children have special educational needs and/or disabilities. Each child has a learning journey, which demonstrates the pre-school have an accurate understanding of the child's skills, abilities and progress. Children have a home to pre-school communication book, which includes observations, photographs and a selection of children's artwork. The majority of parents also share their children's achievements and experiences at home via this book, contributing photographs and comments. Each child has a personal development plan which details their individual next steps in learning and development, both within the setting and at home. Parents also attend parents' evenings and receive regular newsletters. All this ensures they are actively involved in their child's learning and development. Parents are extremely complimentary of the service that is offered and they comment that 'staff are friendly and approachable', their children 'are

happy', and they describe the progress the children have made and the support they receive from staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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 action. 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>	EY455594
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	892259
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	32 - 30
<b>Total number of places</b>	30
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Tiny Explorers Pre-School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07725835641

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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, which are usually the childminder's 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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