

Tiny Toes Pre-School

English Martyrs Catholic Church, High Street, RUGBY, Warwickshire, CV21 4EE

Inspection date

27/01/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

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

- The setting utilises both the inside and outside space well to ensure that children have free access to a wide variety of resources that engages children in meaningful play and learning opportunities. Consequently, children make very good progress.
- Practitioners have a very good knowledge and understanding of how children learn. This is reflected in their ability to teach children in a challenging and stimulating way.
- Practitioners have a sound knowledge of all areas of safeguarding procedures so that children learn in a safe and secure environment.
- A very well established key worker system enables practitioners work in partnership with parents to ensure that children's individual care and learning needs are identified and met.

It is not yet outstanding because

- There is scope to expand the already very good support given to children who have English as an additional language so that their emerging use of English is optimised.
- Practitioners do not always make the best use of opportunities to enhance children's communication skills at snack time.

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 setting and talked with the practitioners and children throughout.
- The inspector viewed the areas of the premises and garden used by the children.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of employment and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, through discussion with parents present.
- The inspector conducted a joint observation with the manager.

Inspector

Katrina Rodden

Full report

Information about the setting

Tiny Toes Pre-School is owned by an individual and was registered in 2013. It operates from the Hillmorton area and surrounding villages in Rugby. The setting serves the local area and has strong links with the school. There is an enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 8am until 12 noon Monday, Wednesday and Friday and from 8am - 3pm on Tuesday and Thursday. Children are able to attend for a variety of sessions. The pre-school also offers a before school club service.

There are currently 42 children attending who are in the early years age range. Most children receive funding for early years provision. The setting supports children who have English as an additional language and children with special educational needs and/or disabilities. The setting also offers care to children aged over five years to 11 years. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs seven practitioners, of whom six hold suitable qualifications at level 2 or above. The manager holds a level 4 qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- extend the already good support given to children with English as an additional language by giving them extra time to respond and think, in order to maximise their developing use of English

- review the routine used at snack time so that practitioners make better use of opportunities to extend the children's communication skills.

Inspection judgements

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

The setting has a wide variety of toys and resources that the children can freely access both inside and in the large enclosed garden. By thoughtfully arranging the resources within the environment, practitioners ensure that children have stimulating and engaging

activities that promote all areas of learning and development.

Consequently, children are active and inquisitive learners who remain occupied in meaningful play. This enables children to make very good progress in their learning and development. Practitioners are skilled at challenging the children's learning by using phrases and questions that allow the children to predict outcomes before they experiment or explore. For example, while playing with a construction set, practitioners ask children what they might need to build a house, and how do the children think the roof should be constructed. As they investigate and find solutions, children are praised for their efforts.

Practitioners are deployed well both inside and outside so that teaching opportunities are maximised. For example, when practitioners discover a patch of ice on the grass, children are encouraged to feel, hold and then stamp on the ice. This learning through exploration is then extended by the practitioner who discusses such things as temperature, texture and how the ice was made. Practitioners have a very good knowledge and understanding of how children learn and develop. Through accurate observation and assessment, practitioners clearly identify children's individual learning needs which are then incorporated into the daily planning of key activities. The setting also uses a very focused approach to support children who have English as an additional language and those with special educational needs and /or disabilities. While all children are able to make good progress in all areas of their learning and development, there is scope for practitioners to maximise on some children's emerging language skills through identifying more opportunities to talk with individual children. For example, by using the time that children sit at the table while they wait for a snack to hold lots of conversations or enjoy a rhyme that will help extend the use of language. This would also particularly benefit those children who speak another language at home and who sometimes need a little extra support to enhance their use of English. All children can freely access activities in small or larger groups, such as a singing activity in which children sing about making a large pot of 'soup'. Children happily join in the song and actions, contributing ideas about the ingredients they might need for the soup. The garden has a wide variety of stimulating activities to further enhance children's learning experiences. Children enjoy climbing up log steps to access a low level tree house, and making pies in the mud kitchen. Slightly older children are encouraged to join more structured activities to help them prepare for school. As the setting is in close proximity to the neighbouring primary school, children have access to the school field and visit the reception class to assist with a smooth transition between the settings.

The setting works very well with parents. They contribute to the information the setting holds about each child by sharing their knowledge about the children's progress and about the children's likes, dislikes and specific needs. Parents of children who have English as an additional language share key words in the children's first language with practitioners so that communication can be quickly established to help the children settle. All parents know who their child's key worker is and feel comfortable to share concerns and achievements with them. By maintaining positive relationships, gaps in progress can be quickly identified and overcome.

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

Children quickly settle within the setting. 'Ground rules' are clearly displayed for parents and children to see and practitioners gently remind children to share, take turns and to be kind to each other during the sessions. Consequently, children are engaged in a generally calm environment and they behave very well. Children happily help to tidy away resources and independently change from their shoes into wellington boots in order to access the garden. By developing positive relationships with their peers and gaining a sense of responsibility, children are able to make good progress to enable them to experience a smooth transition to school for their next stage in their learning.

The well established key worker system enables children to quickly build a trusting relationship with practitioners. By feeling secure within the setting, children are more able to play, explore and learn so that they make very good progress. Children's emotional well-being is maintained as key workers are quick to notice and address any insecurities and work well with parents to main a consistent approach to addressing care needs and concerns. For example, children who are reluctant to join in sharing a snack are encouraged to try different fruits. Children draw the fruit and place stickers on a chart to share with their parents when they try something new. This helps children to be more adventurous in their eating habits so that they learn the importance of a balanced and varied diet to their overall health.

Practitioners act as positive role models, and encourage children to adopt healthy lifestyle choices. Children independently wash their hands after using the toilet and before eating food. They are encouraged to run and join in physical exercise by playing in the garden and joining in action rhymes and songs. Children are able to take age appropriate risks under the close supervision of practitioners.

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

The setting has effective safeguarding procedures in place to keep all children safe. All practitioners are recruited using methods to ensure that they are suitable to work with children and during their induction within the setting management ensure that practitioners are familiar with all safeguarding policies and procedures. Consequently, all practitioners have a sound knowledge and understanding of how to keep children safe from harm.

Practitioners regularly record children's developmental progress, which is used as a foundation to plan suitable activities and play opportunities for the children. Additional strategies have been introduced for children who have English as an additional language to ensure that gaps in their emerging language acquisition are reduced, although there is scope to further build on this good work. Systems to record children's progress are well established and enable practitioners to share information with parents and carers and relevant professionals from other settings and organisations. Practitioners review the impact their teaching has on children through regular supervision and sharing ideas to develop their knowledge and understanding. Practitioners have high expectations of their ability which is reflected through a well established programme for professional

development. All practitioners contribute to identifying areas of the setting's provision that they feel could be developed further. This is reflected in a well-documented self-evaluation system that is actioned, reviewed and evaluated regularly.

Partnerships with parents, external agencies and other providers are very strong. Teaching staff from the local primary schools regularly visit the setting, and small groups of children visit the school in preparation for transition. Practitioners from the local children's centre periodically deliver some short sessions within the setting. Some resources are shared with the children's centre through an equipment loan scheme and the mobile library also visits the setting so that books are changed regularly to stimulate the children's interest. Parents views are taken into consideration by management to maintain high quality care. Parents have an active interest in the setting and are confident their children are progressing well within it.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY460745
Local authority	Warwickshire
Inspection number	930909
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	42
Name of provider	Denise Hall
Date of previous inspection	not applicable
Telephone number	07876211946

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

