

Tiny Toez Pre-School @ Hunter House

Ground Floor Resource Centre, Hunter House, Hazel Grove, FELTHAM, Middlesex, TW13 4DN

Inspection date

Previous inspection date

11/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children have secure, trusting relationships with staff. Consequently, they are settled and growing in confidence.
- There are sound assessment systems in place. Staff plan for children's emerging interests and next steps to aid their progress.
- There is a focus on learning both in the indoor and stimulating outdoor environment which provides a strong base for children to develop confidence, independence and to explore.

It is not yet good because

- There is a lack of resources, experiences and labelling, that reflect children's home languages to support diversity and build on the children's communication and language skills.
- Staff do not work closely enough with parents of their key children to plan for and meet children's individual needs.

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.

Inspection activities

- The inspector conducted a joint observation with a manager and observed staff with the children.
- The inspector held discussions with the director, manager and deputy manager throughout the inspection.
- The inspector held discussion with key persons and staff.
- The inspector took into account the views of parents on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector

Jane Franks

Full report

Information about the setting

Tiny Toez Pre-School @ Hunter House registered in 2013 on the Early Years Register. It is one of five pre-schools run by Tiny Toez Pre-School Limited. The pre-school operates from a community centre situated in Feltham, located within the London Borough of Hounslow. Children are accommodated in a playroom and have access to an enclosed outdoor play area. The pre-school is open each weekday from 8am to 4pm, during school term time only. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. The pre-school receives funding for the provision of free early education for children aged two and three years. There are currently 41 children on roll. The pre-school employs seven staff. Five members at the pre-school including the manager hold appropriate early years qualifications at levels 2 and 3, and two staff members are unqualified.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all parents know who their child's key-person is; that the key-person fully involves parents in their children's learning by exchanging information on a regular basis, encouraging them to share their views, and enhance their children's learning and development at home
- ensure systems are in place to support children who speak English as an additional language to help build their vocabulary by extending the range of their experiences and enabling them to hear, see and use their own home language at the setting

Inspection judgements

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

Children actively join in activities and enjoy their time in the pre-school. Staff have a sound knowledge and understanding of how to promote the learning and development of children so they make progress in all areas. Assessments of children support staff in planning suitably challenging activities that reflect their interests. These assessments also identify gaps in achievement. Appropriate action by the pre-school special educational needs coordinator secures early intervention, such as speech therapy, for children to narrow achievement gaps. However, with the exception of sharing concerns about children's development, partnerships with parents are not fully effective. Not all parents have viewed their child's learning journey record or met with their child's key person to discuss and to plan for their child's progress. Management have identified this as an area

for development and are introducing parents' evenings and implementing a computerised system that will enable parents to view their child's progress. Staff share verbal information daily with some parents to discuss the children's achievements. However, currently not all parents are aware of their child's key person. As a result, information is not shared between home and the setting and this has an impact on children's progress.

Children are able to access a broad range of toys and equipment. However, systems to support children who are learning English as an additional language are not effective. Positive images, experiences, resources and labelling that reflect diverse culture are not visible within the environment. Therefore, staff do not always use strategies that promote a sense of belonging or encourage the language development of all children during their activities.

Staff fully understand and embrace the importance of outdoor play. Staff work alongside children putting together their obstacle course, encouraging them to make predictions as they position planks of wood across tyres. Children balance across stepping-stones and move quickly around on their bicycles, parking them in numbered parking bays, developing an understanding of number and a range of physical skills. They learn about size and shape as they explore bubbles while engaged in water play. They enjoy painting activities, freely expressing themselves in the fresh air, or simply sit with staff and enjoy quiet time reading books in a cosy shaded area.

Children select and use activities and resources independently. They play with a purpose and concentrate on a chosen activity. Through a range of planned and self-chosen activities, their mathematical development continues to grow. For example, children learn about numbers and counting as they sing number rhymes. Staff encourage an understanding of shape and colour as children build their constructions. Children independently practise writing letters and numbers. They are skilled at early writing because they have good opportunities to use paint and other media in mark-making activities. For example, children explore texture while engaged in sand play. They use tools for a purpose developing muscles as they cut out different shapes in play dough, encouraged by staff. Literacy development and vocabulary are encouraged as children have opportunities to recite words and contribute to stories. There are sound procedures in place to support school readiness. Staff hold open discussions with children at circle time, encouraging confidence and self-esteem in their process of preparing to move on to school.

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

Children are happy and confident. They settle into pre-school life through a gradual parent separation process and parents say children are keen to attend. Parents complete All About Me booklets and this helps to ensure children's individual needs and preferences are clear from the start. The friendly welcome and positive and relaxed approach from staff has a very calming influence on the children. As a result, new children are happy, settle quickly and build close attachments with the staff. Staff are polite, and speak positively to the children, supporting them in recognising to respect and value others. Children make a

positive contribution to the pre-school as they display polite and cooperative behaviour. They learn to show consideration for others and are able to share and take turns with popular toys.

There are sound hygiene practices in place, which promote children's well-being. Staff remind children to wash their hands with soap after using the toilet and before eating. They promote children's knowledge of a healthy lifestyle by offering healthy snacks. They independently serve themselves snack. This supports future life skills, an understanding of portion sizes and school readiness. Children sit together with staff at snack and meal times and chat about what they have been doing at the pre-school. This helps promote good future eating habits as they enjoy the social occasion. Systems are in place to ensure staff are fully aware of children's allergies and dietary requirements. Children help themselves to water that is readily available throughout the day, so that they do not get thirsty.

Overall routines, staff deployment and activities support the varying needs of the children in the pre-school throughout the day. Children learn about safety through discussions, such as how to keep themselves safe. They are involved in routine activities to develop their understanding of safety, such as tidying the toys or taking part in the regularly practised fire drill so they know how to exit the premises in an emergency. Staff ensure the health and physical well-being of children reflect their individual needs. The children enjoy participating in action rhymes and moving in time to music. They take part in regular physical activity, both indoors and outdoors, and develop their agility and coordination through exercise. They play ball games with staff and take risks safely as staff encourage them to challenge themselves on the large physical play equipment. This helps children to be physically active.

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

Systems to monitor and evaluate the educational programmes are in place. The manager and staff have developed assessment systems and this helps them to make informed decisions about the children's progress and next steps in learning. Staff work with parents and specialists involved with children with additional needs. However, at this present time staff do not share children's progress with all parents or provide all parents with opportunities to support their child's learning at home. Therefore, the learning and development of children is not maximised. The pre-school has effective systems for evaluating their priorities and in identifying future targets for implementation in order to improve their practice further. Parents contribute to this evaluation verbally through their input and suggestions. The manager plans to send out questionnaires over the forthcoming weeks to provide the pre-school with formal feedback to help them identify areas for improvement.

Sound risk assessments are in place for the indoor and outdoor environment. This means that children are cared for in a safe environment where staff give a priority to children's safety. The majority of staff have completed safeguarding and first aid training. They demonstrate a full understanding of their responsibilities to safeguard children, and the

procedures to take if they have a concern about a child in their care. Procedures for recruitment are effective; they include full vetting of all staff to ensure their suitability. Induction processes support staff in their understanding of their roles and responsibilities. Staff have regular supervision in which agreed targets are set to develop their skills and knowledge. Safeguarding procedures form part of supervision and team meeting agendas to support children's ongoing welfare. There are systems to monitor the impact of staff practice to promote the outcomes for children and support staff's continuous professional development. All staff undertake training; management encourage them to build their knowledge to further challenge the children. These positive practices demonstrate staff's suitability and experience.

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	EY468353
Local authority	Hounslow
Inspection number	945957
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	41
Name of provider	Tiny Toez Pre-School Limited
Date of previous inspection	not applicable
Telephone number	07790595008

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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