

Tiny Toez Pre-School @ Hunter House



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

Inspection date

9 June 2015

Previous inspection date

11 June 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Adults know children exceptionally well and find out what interests them. They use this information to plan varied and exciting learning experiences for children during their play indoors. This supports them to make good progress in their learning.
- Children have good relationships with adults and their friends. During group times older children pass round the 'cuddly mascot' and take turns to talk about their day. Children use their 'listening ears' well and are interested in what their friends have to say.
- Monitoring of staff's practice is effective in identifying what needs to improve. A recent focus on 'positive interactions' is now embedded in teaching across the nursery. Adults introduce new vocabulary, use effective questioning to extend learning, and give children time to think and respond.
- Parents say the regular information they receive, including photographs and descriptions of their child's development helps them to support learning at home.
- Children with additional needs are supported well so they make good progress. The pre-school works closely with parents and other professionals so children get the right help at the right time.

It is not yet outstanding because:

- Children do not always experience the same exciting learning opportunities outdoors as they do inside because adults do not plan for learning outside in the same way.
- Leaders and managers are at an early stage of tracking and monitoring the progress made by different groups of children across all areas of learning.

What the setting needs to do to improve further

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

- continue to develop the outdoor area and plan activities more effectively so children experience the same rich learning opportunities when playing outside as they do indoors
- embed the system for monitoring and tracking the progress made by different groups of children across all areas of learning so any gaps are identified and quickly addressed by making changes in provision.

Inspection activities

- The inspector observed activities both inside and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the day.
- The inspector held discussions with the provider, the childcare manager and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, the nursery's 'Time for reflection' self-evaluation tool, evidence of suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Wendy Ratcliff HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children use their imaginations well as they play in the role-play area and make lunch and tea for their friends. Adults support this play well and talk about the dangers of boiling water in the kettle, which helps children gain an understanding of keeping themselves safe at home. Children enjoy playing with ocean animals in the coloured water. They talk about how the animals 'swim' and 'glide' through the water. Children are developing their mathematical skills as adults support them to count and estimate how many scoops of oats it will take to fill the bucket to the top. 'Chatter time' sessions have been successful in helping children who were falling behind in their language and communication development, including those who speak English as an additional language, to catch up quickly. During these sessions children listen attentively to the story and talk about the props they are holding, such as, 'the zebra's zip is stuck' and 'the hippo is wearing a square hat'.

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

Children gain the skills they need to be ready for the move to school. They develop their independence at snack time as they spread the topping on crackers and pour their own drinks. They are confident and inquisitive learners who are developing a good understanding of what is right from wrong. This is because adults set high expectations and use positive reminders about behaviour. Children aged two years know what is expected at circle time. They wait with anticipation to find out what is in the box. They take turns to feel and shake the 'spiky' ball to make it flash. Children are keen to play outside. They enjoy physical activity, such as parachute games, riding trikes as well as opportunities to sit with an adult to share a favourite story. However, learning experiences outside do not always build on children's interests in the same way as they do indoors. The pre-school is beginning to develop the outdoor area so children experience the same exciting opportunities during their play outside.

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

Staff are enthusiastic and work well as a team. They feel supported in their work because they receive regular supervision, attend workshops, such as making effective use of small group time and learn from 'peer to peer' observations. Leaders and managers have a clear desire to improve. They strive to help children make the best possible progress. Since the last inspection a system to monitor and track the progress of different groups of children across the prime areas of learning has been implemented. This information is used to check the accuracy of assessment and inform planning. For example, information has been used successfully to inform 'chatter time' early intervention sessions. Leaders and managers are at an early stage of extending this system to look more closely at the specific areas of learning. Effective recruitment practices are in place. New staff receive a detailed and thorough induction, which includes how to keep children safe and what to do if there was a concern about a child.

Setting details

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| Unique reference number | EY468353 |
| Local authority | Hounslow |
| Inspection number | 1011312 |
| 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 | 52 |
| Name of provider | Tiny Toez Pre-School Limited |
| Date of previous inspection | 11 June 2014 |
| Telephone number | 07790595008 |

Tiny Toez Pre-School @ Hunter House registered in 2013 on the Early Years Register. It is one of three pre-schools run by Tiny Toez Pre-School Limited. The pre-school operates from a community centre situated in Feltham. Children have access to a playroom and 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 disabled children and those with special educational needs, and those who speak 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 52 children on roll. The pre-school employs 14 staff, of these 11 hold appropriate early years qualifications. The setting is supported by a childcare manager, who oversees the three settings.

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