

Inspection date

8 February 2016

Previous inspection date

25 September 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff create a highly stimulating play environment. Children benefit from a wide and imaginative choice of resources. They become highly confident and independent learners.
- Children are taught extremely well. They think and communicate very clearly. Staff make excellent use of relevant comments and questions to enhance children's learning. Information on children's progress is closely analysed to ensure their excellent progress overall is maintained.
- Staff work closely with parents and professionals to promote healthy eating. This has led to a much better understanding among children of the importance of eating healthy foods.
- The management team is rigorous in its approach to safeguarding children. Parents are very well informed about safeguarding issues and best practice. Staff always ensure children are aware of how to keep safe.
- The room leaders are exceptional in their ability to ensure that children's care and learning needs are meticulously covered. As a result, children enjoy a calm atmosphere in which they can explore, discover and learn at their own rates.
- Staff make very good use of extra facilities, such as the church hall and local nature areas, to offer children diverse and exciting learning opportunities.

What the setting needs to do to improve further

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

- help children who are learning English as an additional language to build on their positive progress in all areas of learning.

Inspection activities

- The inspector observed children taking part in a wide range of activities.
- The inspector talked with staff and parents.
- The inspector interviewed the manager and deputy manager.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector sampled documentation, in particular that relating to children's progress and safeguarding.

Inspector

Jill Nugent

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager has an excellent understanding of the statutory requirements for early years and is exemplary in her leadership. In particular, she makes good use of her excellent teaching skills to help continually improve others' teaching. She actively engages with other early years professionals to ensure that systems are fully effective. Staff have numerous opportunities to attend training events and continually share ideas. Safeguarding is effective. All staff are extremely well trained in safeguarding issues and continually vigilant. Staff develop excellent relationships with parents and this leads to a lively working partnership. For example, parents help to create 'cultural books' and bags, each relating to a specific religion or culture, which promote an increasing awareness of diversity.

Quality of teaching, learning and assessment is outstanding

Staff provide excellent support for children. For example, they offer a selection of activities, so that children can reinforce their learning in different play situations. Staff make learning fun and children are keen to take part in the interesting activities. Staff are extremely adept at making the most of opportunities to extend children's learning overall. Children are taught how to solve problems, speak clearly and develop excellent mathematical understanding. Staff constantly look out for the best ways to respond to children's interests and they become exceptionally confident and creative learners. They acquire a wide range of key skills to support them in their future learning. Staff, however, are finding further ways to help children who are learning English as an additional language, achieve even better.

Personal development, behaviour and welfare are outstanding

Staff develop good relationships with children and are very effective in managing their behaviour. For example, they teach children to respect others highly and to take turns. Children feel totally secure within their known boundaries and the daily routines. Staff encourage children to play outdoors, where they enjoy a variety of creative activities as well as challenging physical equipment to use. Staff are exemplary in the way they organise mealtimes as a learning experience. Children acquire admirable social skills and gain high levels of personal independence. Staff organise exciting trips in the local area as well as into the city, for example, to visit London museums. These trips develop children's excellent awareness of community and their understanding of the wider world.

Outcomes for children are outstanding

All children make excellent progress, given their individual starting points. Children are extremely well prepared for school, emotionally and socially, and skilled in tackling new learning in language, literacy and mathematics.

Setting details

Unique reference number	EY353107
Local authority	Haringey
Inspection number	1027936
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	28
Number of children on roll	45
Name of provider	Hardip Deepa Takhar
Date of previous inspection	25 September 2012
Telephone number	02083488222

Planet Tiny Preschool registered in 2008. The provision is privately owned and operates from a building attached to a church in Hornsey in the London Borough of Haringey. The provider also owns separate baby and toddler units in nearby buildings. The pre-school is open every weekday from 8am until 6pm for 51 weeks of the year. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school supports disabled children, those who have special educational needs and those who are learning to speak English as an additional language. There are 12 members of staff, all of whom hold relevant early years qualifications. The owner/manager holds both Early Years Professional Status and Qualified Teacher Status.

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