

# Towers Tiny Tots Pre School



Goat Lees Community Hall, Mulberry Chase, Off Trinity Road, Ashford, Kent, TN25 4AB

<b>Inspection date</b>	14 September 2016
Previous inspection date	24 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager uses self-evaluation well to help her improve the quality of care and teaching in the setting. She promptly addresses any areas for improvement.
- The manager and staff regularly monitor the progress of individual and groups of children, including those who have identified needs, to help them to target and obtain appropriate support. Staff work effectively in partnerships with external agencies. All children make good progress from their starting points.
- Staff have an extremely sharp focus on helping children to acquire skills in their communication and language development. For example, staff encourage children to use signs and symbols to help them communicate their needs.
- Relationships with parents are strong. Staff use a variety of ways to engage and involve parents effectively in the nursery and children's learning.
- A well-established key-person system helps children form secure attachments to staff. Relationships between staff and children are caring, stimulating and responsive.

### It is not yet outstanding because:

- Staff miss opportunities for children to use resources to help them build on their existing awareness of people's differences and similarities in the wider world.
- Staff do not make the most of opportunities to encourage children to manage tasks that they could easily complete themselves, to further encourage their independence.

## What the setting needs to do to improve further

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

- build on the children's existing understanding and awareness of people's differences and similarities in the wider world
- make the most of opportunities for children to consistently build on their independence skills and manage even more tasks by themselves.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, and completed a joint observation of an activity with the manager.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and qualifications, and relevant policies and procedures.
- The inspector took account of the views of parents during the inspection.
- The inspector sampled children's observations, and planning and assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are enthusiastic, work well together as a team and provide a happy and well-organised learning environment. Additional funding is used effectively to narrow gaps in outcomes. For example, the setting signed up to a toy-lending library to gain resources that help to enhance children's communication and language skills. Management continually monitors the quality of staff practice and children's progress. It encourages staff to develop their skills; for example, staff attend regular training and receive ongoing individual support. The manager actively encourages equality, diversity and respect for each other, and reinforces this in the setting's policies and practice. For instance, staff and children learn to respect and value each other and their backgrounds. Staff have a secure knowledge about child protection. They are aware of the procedures to follow and who to report any concerns for children's welfare on to. Safeguarding is effective.

### Quality of teaching, learning and assessment is good

Staff have a good understanding and knowledge of how to support children's individual learning needs. For example, they emphasise key words to younger children to support their developing language and communication skills. Staff gather detailed information from parents about children's interests and development at home and use these details to help them build on children's learning experiences. Staff provide a varied range of resources and use these well to engage children. For instance, children enjoy using different materials and tools to make 'birthday cakes' in the 'mud kitchen'. Staff skilfully build on this experience by asking children questions and providing explanations to extend their learning.

### Personal development, behaviour and welfare are good

Staff create a welcoming environment. Children arrive happily and explore the environment with confidence, even when they are very new to the setting. Staff manage behaviour well. They gently and consistently reinforce the boundaries and children know what is expected of them. Children are encouraged to be polite and well behaved. Staff encourage children to be physically active and develop their awareness of healthy lifestyles. For example, they provide nutritious snacks and children help grow fruit and vegetables in the garden.

### Outcomes for children are good

Children develop the skills they need to prepare them effectively for the next stage in their learning or for school. Children use their imagination well; for example, they use bubbles as rain in their imaginative play and enjoy bringing stories to life with puppets. Children learn to take turns and share with each other. Children develop their creativity and learn to solve problems and think critically.

## Setting details

<b>Unique reference number</b>	EY446095
<b>Local authority</b>	Kent
<b>Inspection number</b>	1059327
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Towers Tiny Tots
<b>Registered person unique reference number</b>	RP527320
<b>Date of previous inspection</b>	24 September 2012
<b>Telephone number</b>	01233 665573

Towers Tiny Tots Pre School registered in 2012 and operates from Goat Lees community hall in Kennington, near Ashford, Kent. The pre-school is open each weekday from 9am to 3.30pm, for 38 weeks of the year. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school employs six staff, all of whom hold appropriate early years qualifications. The manager holds a foundation degree in childhood studies, one member of staff holds a qualification at level 5, four staff hold qualifications at level 3 and one has a qualification at level 2.

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