

# Tiny Explorers Pre-school

Locksley Drive, Thurcroft, ROTHERHAM, South Yorkshire, S66 9NT



## Inspection date

9 February 2017

Previous inspection date

10 May 2013

<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

- Managers and staff have high expectations of what children can achieve. They work very well together and provide high standards of care for children.
- Teaching is consistently good. Caring and qualified staff are responsive to children's individual needs. They attentively listen to children and skilfully ask them questions to enhance their learning. All children, including those for whom the setting receives funding, make substantial progress from their starting points.
- The deputy manager is very experienced in supporting vulnerable families. She builds positive relationships with parents and other professionals involved in their child's care and learning. This significantly enhances the progression children make both in the setting and at home.
- Children demonstrate that they feel safe. An effective key-person system helps them form secure attachments to staff. Young children settle very quickly. They confidently explore the stimulating indoor and outdoor environments, which are extremely well resourced.

### It is not yet outstanding because:

- Systems for checking on staff performance and professional development are not yet rigorous enough to raise the quality of teaching to exceptional levels.
- Staff do not consistently gain information from all parents about their children's interests and achievements at home to inform how they plan for their next steps in learning.
- Staff sometimes miss opportunities to support the young and quieter children to have the confidence to interact and speak to their peers during group activities.

## What the setting needs to do to improve further

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

- enhance the supervisions in place and continue to focus on strengthening professional development for all staff, in order to increase the potential to drive the already good quality of teaching even higher
- strengthen opportunities for all parents to share information about their children's achievements at home, and use this to further promote children's learning and development
- increase opportunities for less self-assured children to develop their confidence in their interactions with others and speaking out.

### Inspection activities

- The inspector took a tour of the pre-school with the deputy manager.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke with the manager, deputy manager and staff, and interacted with children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager and deputy manager. She also held a meeting with them.
- The inspector looked at the assessments of children's progress and the planning.
- The inspector checked evidence of the suitability and qualifications of the staff and discussed the pre-school's plans for improvement.
- The inspector took account of the views of the local children's centre family support worker and parents spoken to during the inspection. She also looked at a sample of parents' written testimonials.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

Staff accurately identify children whose learning and development are not at a typical level for their age. Managers use effective methods to monitor the progress of groups of children who have special educational needs and/or disabilities. Consequently, children quickly receive the targeted support they require, including through highly effective partnership working with other childcare professionals and agencies. Safeguarding is effective. Staff know the signs and symptoms to look out for that may indicate a child is at risk of abuse or neglect. They fully understand the procedures to follow should they have concerns about a child's welfare. Managers follow safe recruitment and vetting procedures. This helps to ensure that staff and students are suitable to care for children.

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

Information about what children already know and can do before they join the setting is gathered. Staff use this well to plan activities that help provide children with appropriate levels of challenge. Staff keep parents well informed about their children's progress and offer ideas how they can further support their child's development at home. Parents value the support staff give them and comment on how quickly their children progress. Staff consistently promote children's mathematical skills. Children recite numbers in the correct order as they step from one tyre to the next. They pour water out of and into different shapes and sizes of containers. This helps them to estimate and compare quantities. Children have good imaginations. They enjoy hairdresser role play. Older children express themselves as they tell staff how they would like their hair styling.

### Personal development, behaviour and welfare are good

Staff are very good role models. They deploy themselves well to consistently meet children's care and well-being needs. Children are energetic and motivated learners. They quickly learn the pre-school routines and know what staff expect of them. For example, they eagerly help to tidy the toys away before morning registration and clear away their own snack plates ready for washing. Staff praise and celebrate children's achievements. This boosts children's self-esteem and gives them greater confidence in their own abilities. Older children manage basic hygiene and personal needs well. Staff effectively promote healthy lifestyles and help children understand the importance of eating a healthy diet and brushing their teeth. Children observe the effects of cold on their bodies. They know that hats and gloves help to keep them warm when playing outside. Afterwards they snuggle up in blankets in the cosy reading corner until they feel warmer.

### Outcomes for children are good

Children enthusiastically dress up as superheroes. They welcome praise from staff, who comment that their good card-matching observations must be due to their superhero powers. Children notice similarities. For example, they compare adults who wear glasses to members of their own family. They use magnifying glasses and binoculars efficiently to help them see more detailed features of the natural objects within the pre-school setting. These skills help to prepare children well for their next stages in learning, such as school.

## Setting details

<b>Unique reference number</b>	EY455594
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	1066464
<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>	30
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Tiny Explorers Pre-School Limited
<b>Registered person unique reference number</b>	RP531503
<b>Date of previous inspection</b>	10 May 2013
<b>Telephone number</b>	01709 296681

Tiny Explorers Pre-school was registered in 2012 and is privately owned. The pre-school employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The manager holds a foundation degree. The pre-school is open from Monday to Friday during term time only. Morning sessions are from 8.30am to 11.30am and afternoon sessions are from 11.45am to 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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