

Tiny Toez Pre-School @ Hunter House



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

Inspection date

28 November 2017

Previous inspection date

9 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff are skilled in nurturing children's personal, social, and emotional development. This helps underpin children's progress in all other areas of their learning and development.
- The manager has very thorough risk assessments and detailed policies for the smooth running of the pre-school. She presents these in different ways to help new parents and staff quickly understand how the pre-school works. The manager ensures that staff follow all practices effectively to assist in keeping children safe indoors and outdoors.
- Children make good progress, whatever their capabilities. They behave extremely well for their ages and develop good levels of self-confidence in readiness for their move on to school.
- Staff are quick to review and improve ways to help keep children safe, such as at busy drop-off and pick-up times. Parents speak highly of staff practice and say they feel welcome and well-informed about their children's achievements.

It is not yet outstanding because:

- Staff do not take full advantage of the opportunities that arise to further extend children's understanding of mathematical language and ideas.
- Not all staff are as knowledgeable and confident as each other in helping all children with special educational needs and/or disabilities make the best possible progress when senior staff are absent.

What the setting needs to do to improve further

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

- further extend children's understanding of mathematical language and ideas, to raise outcomes in their mathematical skills to even higher levels
- further develop staff's already good knowledge and skills in supporting children with special educational needs and/or disabilities to help children achieve even better outcomes.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and outdoors.
- The inspector talked with parents and listened to their views about the pre-school and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

The manager provides strong leadership and continues to drive up standards across all areas of the pre-school. For example, careful monitoring and evaluation of children's progress enables her to show that additional teaching programmes are a huge benefit to children with delayed communication and language skills. The manager supports, coaches and guides her staff team appropriately to achieve higher levels of practice. She ensures staff share any new knowledge and ideas across the team. Staff work well together and create a very happy, caring and successful pre-school. Safeguarding is effective. The manager checks that staff have a secure understanding of child protection. Staff know how to identify and report any concerns to protect children.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of children's individual needs to help them engage in an exciting range of learning experiences. They very effectively raise children's confidence to sing, speak and perform in front of other children and adults. For example, children quickly join in familiar rhymes and songs as they move between activities. They practise plays together and sing songs with joy and clarity. Staff make very thorough assessments of what children know and can do. They plan very carefully, and work directly with each child to help them reach the next steps in their learning. Children enjoy drawing and making marks on pictures. They skilfully spread glue and use scissors in their craftwork.

Personal development, behaviour and welfare are good

Staff work sensitively to settle in new children and they promptly reassure and inform parents of children's achievements. Children feel secure and quickly explore different play areas and new challenges. Staff are always on hand and observant. For instance, they give children time to practise skills, such as spreading toppings at snack time, and are swift to respond when children need help. Children learn about their own safety, and enjoy tasting very different types of fruit and traditional foods from around the world. The older children help staff check the outdoor play areas carefully. They understand the importance of putting tissues and litter into bins and showing respect for other people.

Outcomes for children are good

All children make good levels of progress in their learning. Children learning to speak English as an additional language and children who start with delayed speech skills make particularly good progress. Younger children listen attentively to stories. Older children enjoy borrowing books from the pre-school to share with their parents at home. Children learn to ride tricycles and move around obstacle courses outdoors. They experiment and gain control of many different tools. For example, they use spoons and trowels to dig in the mud kitchen and vegetable patch, and paint with brushes and rollers.

Setting details

Unique reference number	EY468353
Local authority	Hounslow
Inspection number	1095471
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	58
Number of children on roll	47
Name of registered person	Tiny Toez Pre-School Ltd
Registered person unique reference number	RP903057
Date of previous inspection	9 June 2015
Telephone number	07840200798

Tiny Toez Pre-School @ Hunter House registered in 2013 and is in Feltham, Hounslow. The setting employs 13 members of staff. Of these, ten hold appropriate qualifications at level 2 to level 6. The manager holds qualified early years teacher status. The pre-school opens Monday to Friday during school term time only. Sessions are from 8am to 4pm. The pre-school provides funded early education for two- and three-year-old children.

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