

# Tiddlers Pre-School

Hersham Young Peoples Centre, Arch Road, Hersham, Walton-on-Thames, Surrey,  
KT12 4QT



## Inspection date

Previous inspection date

12 June 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Management effectively implements improvements to improve outcomes for children continuously. Newly introduced systems for recording observations, assessments and planning are effective in tracking children's progress even more precisely.
- Children make good progress in their learning. Staff know children well and have a good understanding of their learning styles, emerging interests and next steps in learning.
- The manager and staff are aware of the gaps in children's development. For example, when identifying that some children were not developing skills in communication and language as expected, staff introduced more-focused teaching sessions, which have begun to help to close these gaps quickly.
- Staff support children's independence and help them learn to show consideration to others. For example, children independently serve their own snacks and help others who are not as able as themselves, showing great empathy towards their friends.
- Partnerships with parents are good. Staff readily engage with parents, who fully appreciate the good-quality care and learning opportunities their children receive.

### It is not yet outstanding because:

- The organisation and flow of routine times of the day are not fully effective in supporting children's play and learning experiences.
- On occasion, staff do not consistently provide children with a wide range of resources and activities to challenge and build on their curiosity, particularly for those who enjoy playing outdoors.

## What the setting needs to do to improve further

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

- review and revise the organisation of routine times of the day to support children's learning experiences fully
- extend the range of opportunities and experiences available to challenge and support those children who enjoy learning outdoors.

### Inspection activities

- The inspector undertook a joint observation with the manager.
- The inspector viewed electronic documentation and held discussions with the manager and staff regarding children's progress.
- The inspector sampled the setting's policies and procedures. This included staff ongoing suitability, behaviour management and complaints procedures, and accident records.
- The inspector discussed the self-evaluation process with the manager.
- The inspector spoke with parents to gain their views on the service on offer and information shared by the pre-school.

### Inspector

Janet Thouless

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their role in keeping children safe and have good knowledge of what to do should they have concerns about a child's welfare. Management undertakes appropriate suitability checks for staff and fully investigates complaints. The pre-school follows the clear accident and incident procedures they have in place. Management monitors staff performance effectively and support staff individual professional development needs. For instance, a recent meeting on behaviour management helped them review how they encourage positive behaviour within the setting. The manager and staff seek the views of parents and act on their feedback to help drive improvement. Parents share how they now find it easier to contribute to their child's assessments, following the introduction of an online system.

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

Staff know children well and provide a welcoming environment and exciting range of activities and good-quality resources that captures their interests. For example, young children spent time scooping up oats using a wide range of vehicles. Staff plan activities around children's emerging interests. For example, older children create characters from their favourite story books, such as 'The Gruffalo'. Children talk excitedly about planting beans and watching them grow high into the sky, which supports their developing mathematical skills. Staff talk to children as they play modelling language to support their vocabulary.

### Personal development, behaviour and welfare are good

Children are happy and relish their time at pre-school. Relationships between the children and staff are warm and trusting, and this helps to support their emotional well-being. Children develop their physical skills well. For instance, they learn to ride bicycles, kick balls and balance on wooden beams. Staff give them clear explanations as they climb, such as to be careful when using the balance equipment. This helps children learn how to keep themselves safe. Staff deploy themselves effectively to support children's safety. Children's understanding of similarities and differences between themselves and others is further enhanced, such as through the reading of stories and singing of songs.

### Outcomes for children are good

Children of all ages make good progress in their learning. Children have plenty of opportunities for making marks and developing their early writing skills. For example, they make marks in shaving foam and draw shapes on large sheets of paper. Children develop a good knowledge of the world. For instance, they care for African snails and know to wipe them with cold water to keep them cool. Children enjoy visits from the fire brigade and learn about safety, and get to know people within the community who help us. Children develop good skills for their future learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY539615
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1137363
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Tiddlers Pre-School Hersham Limited
<b>Registered person unique reference number</b>	RP539614
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07975561884

Tiddlers Pre-School registered in 2016. It is located in Hersham, near Walton-on-Thames, Surrey. The setting is open Monday to Friday from 8.30am to 3pm, during school term times. There are seven members of staff, five of whom hold appropriate early years qualifications at level 3 and one at level 2. The setting receives funding for free early education for children aged two, three and four years.

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