

Templegate Tiny Tots Pre School



Whitkirk Primary School, Templegate Walk, LEEDS, LS15 0EU

Inspection date

9 July 2018

Previous inspection date

15 September 2014

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-----------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| 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

- The manager and her highly motivated team are extremely reflective, determined and strive for excellence. The manager systematically evaluates the quality of the setting and rigorously seeks the views of staff, parents, partners and children to support her.
- Staff expertly help children to recognise written letters. Young children's understanding is impressive. They independently use the actions they have learnt to correctly identify initial letter sounds of the names of insects. Staff provide extensive opportunities for children to develop their superb writing skills. Children make excellent progress.
- Children's well-being is at the heart of everything staff do. Home visits, flexible settling in and extremely well-planned preparation for school have an incredibly positive impact on the self-confidence and emotional well-being of children when they start school.
- Parents are highly appreciative of the excellent care their children enjoy. They are extremely complimentary about the dedicated staff. Parents comment that, 'Children's happiness and development are at the heart of everything the staff do.'
- Children develop strong friendships and display exemplary behaviour. Staff have the highest expectations of children and are extremely respectful. They have developed collective rewards which help to motivate children particularly well to tidy up and be kind. Older children show the utmost concern for younger children.

What the setting needs to do to improve further

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

- continue to develop plans to work with other local settings and further enhance the standardisation of the assessments of children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at evidence of the suitability of staff, first-aid training and policies and procedures.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. They discussed the setting's safeguarding practice, partnerships, monitoring, evaluation procedures and plans for improvement.
- The inspector took account of the views of staff, children, parents and professional partners that she spoke to during the inspection and the written views of other parents and partners provided for inspection.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of their role and responsibilities in keeping children safe from harm and reporting any concerns about a child or a colleague. Staff are well qualified. The manager's review of the quality of teaching is extremely rigorous. She uses her excellent knowledge and skills to induct, supervise and support staff to understand their role and develop them professionally. Training is highly focused and sharply linked to children's achievements to help ensure that they progress rapidly. The manager meticulously monitors children's progress. Staff establish exemplary partnerships with a wide range of professionals. This supports a highly organised and shared approach towards children's learning. Staff use extra funding that children receive extremely well. They implement excellent interventions to help children rapidly succeed. The manager identifies a desire to work with other local settings to further enhance the standardisation of assessment of children's learning.

Quality of teaching, learning and assessment is outstanding

Staff provide a rich and varied environment for children. They use their accurate assessments of children's learning to plan activities meticulously and match them precisely to their learning needs. Staff involve parents incredibly well in this and provide extra resources for parents to use at home to help their children progress even further. Staff expertly provide thought-provoking experiences and questions that challenge children's thinking superbly well. Children's imagination is wonderfully ignited as they confidently explore the parcel that is filled with the alien spaceship's spare parts. Children concentrate intently and work collaboratively together as they solve problems exceptionally well. They repair the ship with extra boosters and bend wire to make it, 'Go faster than the motorbikes' and help it blast off.

Personal development, behaviour and welfare are outstanding

Children's physical well-being is promoted exceptionally well. Children delight in being outdoors as staff provide plentiful opportunities for children to enjoy fresh air and explore a wide variety of environments to challenge their skills. Children are superbly supported to develop their tolerance and understanding of others. Staff provide excellent opportunities for children to vote and help them develop an understanding of democracy.

Outcomes for children are outstanding

All children make consistently high rates of progress in relation to their starting points and are prepared exceedingly well for school. Children demonstrate excellent memory skills. They skilfully identify the characteristics of shapes, including pentagons, ovals and semi-circles. Children develop highly imaginative stories together. Boys and girls are extremely motivated to write their names correctly and draw rainbows with the utmost care and precision. Young children share their excellent knowledge about wild animals.

Setting details

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| Unique reference number | EY422610 |
| Local authority | Leeds |
| Inspection number | 1105243 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 25 |
| Number of children on roll | 43 |
| Name of registered person | Templegate Tiny Tots |
| Registered person unique reference number | RP530407 |
| Date of previous inspection | 15 September 2014 |
| Telephone number | 07949893076 |

Templegate Tiny Tots Pre School registered in 2011. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one who holds early years teacher status. The pre-school opens from 9am until 3pm, Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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