

# 1st Tiny Steps Pre-School



Temple of Light Christian Spiritualist Church, 221 New Road, CHATHAM, Kent ME4 4QA

<b>Inspection date</b>	8 November 2018
Previous inspection date	31 January 2014

<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 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

### The provision is good

- The manager effectively checks and reviews children's progress. She works closely with families and outside agencies to ensure children with emerging concerns receive the support they need to continue to make progress.
- Staff are consistently effective in supporting children's behaviour. For example, they use visual prompts, such as pictures of smiley and sad faces, to help children understand how their behaviour affects others.
- Staff know the children and families well. They support children through times of change. For example, children benefit from a flexible settling-in policy that meets their individual needs.
- Children have opportunities to learn about people and communities that are different from themselves. For example, they taste foods from different countries and enjoy a wide range of books celebrating diversity.
- Parents speak very highly of the care their children receive and how well staff support families. They report that they are kept up to date with their child's progress.

### It is not yet outstanding because:

- Although staff skillfully ask questions to develop children's thinking and problem-solving skills, they do not consistently allow them the time to respond.
- The organisation of staff during group activities does not consistently provide a high level of support for less confident children.

## What the setting needs to do to improve further

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

- provide children with more time to respond to questions to extend their learning even further
- organise staff more effectively during group activities to provide a higher level of support for less confident children.

### Inspection activities

- The inspector spoke to some parents and took account of their views.
- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's records, policies and procedures, and evidence of staff suitability.
- The inspector engaged in a joint observation of an activity with the manager.

#### Inspector

Michaela Borland

## Inspection findings

### Effectiveness of leadership and management is good

The manager is dedicated and knowledgeable. She monitors staff performance effectively to identify areas for improvement. For example, she meets with staff individually and regularly observes teaching practice. Staff attend training to keep their knowledge up to date and to enhance their already good practice. This ensures children continue to make progress in their learning and development. Safeguarding is effective. Incidents or accidents are promptly recorded and shared with parents. Recruitment and vetting processes are rigorous. This ensures all staff are suitable to work with children. Staff have a good understanding of child protection issues and the processes to follow should they have concerns about children's welfare. The manager evaluates the pre-school effectively. She takes account of the views of staff, parents and children to target areas for further development.

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

Staff observe children during their play and make accurate assessments of children's development. They use this information to plan individual next steps for children's learning. Staff plan enjoyable learning activities that excite and motivate children. For example, children explore mixing a variety of materials, such as glitter with shaving foam. Staff skilfully extend children's thinking skills. For example, while building a train track, staff ask children to consider what would happen if two trains wanted to pass each other. Staff use a variety of ways to promote children's communication and language development, including children who speak English as an additional language. For example, children sing familiar nursery rhymes and use picture cards to help communicate their needs.

### Personal development, behaviour and welfare are good

Children form strong bonds with staff. This supports children's emotional well-being and gives them the confidence to explore their environment. Children behave well and enjoy playing together. For example, they pretend to cook dinner for each other in the home corner. Staff give children lots of praise and encouragement to support their self-esteem. Overall, staff promote children's independence well. For example, children pour their own drinks and self-register by placing their name card on to the registration board. Staff work closely with parents to include them in their child's learning. For example, children take home toys and books to share with their family.

### Outcomes for children are good

All children make good progress from their starting points and acquire the key skills they need for their next stage in learning. Children are encouraged to be healthy. They enjoy nutritious snacks and daily time outdoors. Children are curious and eager to explore. For example, they watch beads move inside a tube as they turn it upside down. Children develop their early mathematical skills. For example, they count the number of bars on the garden gate and segments of orange at snack time.

## Setting details

<b>Unique reference number</b>	EY382116
<b>Local authority</b>	Medway
<b>Inspection number</b>	10068954
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Brown, Ann Frances
<b>Registered person unique reference number</b>	RP513663
<b>Date of previous inspection</b>	31 January 2014
<b>Telephone number</b>	07946246022

1st Tiny Steps Pre-School registered in 2008 and is privately owned. It operates from a church hall in the town of Chatham, Kent. The pre-school is open during term time, from 9.15am to 12.15pm on Monday and Friday, and from 9am to 3pm on Tuesday, Wednesday and Thursday. It employs six staff, including the manager. Five staff hold relevant childcare qualifications, including two at level 6, two at level 3 and one at level 2. There is one unqualified member of staff. The pre-school offers funded early education for two-, three- and four-year-old children.

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