

Tiny Treasures Preschool



Tovil Working Mens Club, Tovil Hill, Maidstone, Kent ME15 6QS

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| Inspection date | 14 November 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 is an enthusiastic and dedicated leader. She has high expectations, which she effectively shares with the qualified staff team. The manager welcomes feedback from parents and other professionals, which she uses to help her evaluate practice and make changes to enhance the pre-school further.
- Children develop strong bonds with staff from the start. They seek the attention of the caring and sensitive staff, who offer them plenty of support. Staff effectively recognise situations when children may need extra reassurance. Parents refer to the 'fantastic' staff team.
- Partnerships with parents are well developed. Effective information sharing supports children's development and care needs well. This helps to ensure a consistent approach and enables children to develop skills to support their future learning.

It is not yet outstanding because:

- On occasions, some staff do not use their good knowledge of children's abilities and interests to build on play experiences and further enhance children's learning.
- The manager does not consistently identify or monitor gaps in the progress between groups of children so that steps can be taken to close them more rapidly.
- Staff do not consistently implement highly successful procedures to ensure all aspects of the environment are well maintained. Consequently, some areas of the setting are less inviting and do not provide children with a highly stimulating space in which to play.

What the setting needs to do to improve further

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

- focus more precisely on ensuring staff make the most of their interactions with children so that they consistently extend children's learning as they play
- implement fully robust systems for tracking children's overall progression and the progress made by different groups of children
- strengthen procedures to ensure all areas of the physical environment are consistently well maintained.

Inspection activities

- The inspector observed interactions between the staff and children in the inside space and the outside environment.
- The inspector spoke to key persons and viewed developmental information regarding children's progress.
- The inspector carried out a joint observation with the manager.
- The inspector talked to parents and considered the views of parents from written feedback.
- The inspector looked at a range of documentation, including the pre-school policies and staff records.

Inspector

Amanda Vidler

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager is committed to providing a safe environment for children. Staff know the children and their families well, and they have a good understanding of their roles in keeping children safe. The manager ensures staff are knowledgeable about current safeguarding issues and requirements, and the procedures to follow to record and report any concerns. For example, she holds regular training sessions and uses quizzes to check their understanding. This helps to ensure children are protected and kept safe. The manager monitors staff practice and is focused on supporting staff to enhance their good skills. For example, she uses her observations of staff to help them to recognise their strengths and areas they could further develop.

Quality of teaching, learning and assessment is good

Staff observe children in their play and effectively recognise children's achievements. They use their accurate assessments of what children can do to plan experiences, which help children to develop and practise new skills. Overall, staff are good teachers. They use appropriate techniques, such as questioning, to support children's developing skills. For example, children show developing physical skills and perseverance as they thread uncooked pasta tubes onto spaghetti. Staff give plenty of praise and encouragement as the children concentrate for long periods. Using simple questions, staff encourage the children to use their emerging mathematical skills to predict how many more pasta tubes will fit on the spaghetti. Children enjoy using their good language skills to share their developing knowledge of the world. For example, children confidently tell the staff the names of dinosaurs. They talk about having to 'be quiet' as one of the dinosaurs is sleeping.

Personal development, behaviour and welfare are good

Staff maintain a welcoming and secure environment and they supervise children well. Children freely access and explore a wide range of challenging resources. Staff are skilled at consistently encouraging children to develop a good understanding of how to play, share and work cooperatively with others. Children behave well and use these emerging skills in play. For example, children talk to each other about how it is 'okay' for them to share the toys. Children's good health is promoted and they enjoy daily outdoor play. Staff provide nutritious snacks and help children to consider the impact healthy food has on their bodies. For example, staff use snack times to talk to children about how milk and cheese are good for their bones.

Outcomes for children are good

Children progress well from their starting points. They are keen learners who practise skills to support the next stages in their development. For example, children show good levels of personal care as they independently wash their hands before eating. They practise developing physical skills as they use scoops and tongs to serve themselves from the food available. Children show coordination and independence as they carefully pour their own drinks.

Setting details

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| Unique reference number | EY536514 |
| Local authority | Kent |
| Inspection number | 10076761 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 30 |
| Number of children on roll | 12 |
| Name of registered person | Skinner, Laura |
| Registered person unique reference number | RP516925 |
| Date of previous inspection | Not applicable |
| Telephone number | 07816624786 |

Tiny Treasures Preschool registered in 2016. It is situated in Maidstone, Kent. The pre-school is open each weekday from 9am to midday, during term time only. The provider employs three members of staff, including the manager, all of whom hold appropriate early years qualifications at level 3. The pre-school is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

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