

Tiny Tots Pre-School Nursery



St. Michaels All Angels Church, Gordon Hill, ENFIELD, Middlesex EN2 0QP

Inspection date	5 March 2019
Previous inspection date	4 March 2016

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

This provision is good

- The manager and her staff are well qualified and have a good knowledge of how young children learn. They ensure the children receive the best possible opportunities to make good progress from their starting points.
- Staff know the children well and motivate them to play and explore. Staff make effective use of what they know about the individual children to plan for what the children need to learn next.
- Staff carefully plan the environment. They introduce seasonal resources that spark children's curiosity and involvement. For example, on the day of the visit, the children held pancake races and excitedly flipped and tried to catch the pancakes.
- Children develop strong emotional bonds with their key person and all members of staff. Children are given lots of reassurance and cuddles to help them settle into the pre-school in their own time.
- Staff have developed strong and trusting relationships with parents. Daily conversations between staff and parents help to provide a consistent approach in supporting children's care and learning.
- Staff quickly identify children whose achievements are below those expected for their age. They work very well with parents and other professionals to support these children. Children with special educational needs and/or disabilities, and those who speak other languages at home, make good progress given their capabilities.
- Snack time is a well-rehearsed opportunity for children to sit together and develop social skills. Staff subtly introduce shapes as they invite children to choose a circle or a square piece of apple to develop their mathematical skills.
- The manager has not yet fully explored professional development opportunities for staff that aim to raise the quality of teaching to the very highest levels.
- Occasionally, staff do not adjust their teaching to provide the very best support and challenge for all children during their self-chosen play.

What the setting needs to do to improve further

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

- explore a wider range of professional development opportunities that are sharply focused on raising the quality of teaching to an outstanding level
- enhance the support and challenge children receive while they follow their own interests during play, to help them make more rapid progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and looked at a range of resources and equipment.
- The inspector spoke with the manager, staff, parents and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspectors held discussions with the provider and manager about policies and procedures and methods of assessing and planning for children's progress.
- The inspector looked at safer recruitment procedures and how staff were supervised and trained.

Inspector

Sandra Teacher

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection procedures and they know how to manage any concern they may have about a child's welfare. Staff implement effective risk assessments to help minimise risks to children. This helps to ensure their safety and welfare as they play. The manager and the more experienced staff act as good role models for the apprentices and support their development. The manager and her deputy track the progress of different groups of children to close any gaps as quickly as possible through focused learning. The manager has developed a targeted improvement plan to help her identify strengths and areas for development. She successfully seeks the views of staff and parents to help make changes and improvements to the pre-school in order to benefit all children.

Quality of teaching, learning and assessment is good

Staff support children's communication and language development effectively. They offer children praise when they use interesting language, such as 'squashy' and 'squishy', while making pancakes out of play dough. Staff explore alongside children as they play and investigate, skilfully using a range of strategies to support children's learning. For example, when children test whether objects float in the water, staff ask questions, such as 'What else do you think will float?' This helps children to develop an understanding of why things happen and how things work. Staff encourage children to examine the different toppings for the pancakes using their senses. They touch, smell and taste the sugar and chocolate to decide which are their favourites. Children develop a secure understanding of how to maintain healthier lifestyles. They enjoy frequent exercise outside, telling visitors, 'I'm exercising because it is healthy'.

Personal development, behaviour and welfare are good

The children are happy and ready to learn when they arrive at pre-school. This demonstrates a secure sense of belonging and emotional well-being. Staff are good role models and promote respect and tolerance well. They encourage children to be aware of one another's needs. For example, when children have minor disagreements, staff encourage them to share and be friends. Staff choose children to be a 'helping hand', setting the table for snack time. Children develop a good sense of responsibility. Older children talk excitedly about moving on to 'big school', as good relationships have been developed with the local primary schools.

Outcomes for children are good

Children make at least expected progress, given their starting points and capabilities. They enthusiastically sing popular rhymes and dance. This helps to develop their expressive arts. Children use their imagination to recreate events based on their own experiences. For example, children use sticks to depict candles in a 'sand' birthday cake. They warn visitors, 'Don't touch it, it might be hot'. Children enjoy exploring textures and experimenting as they draw with chalks on the blackboard and older children can write their names and sound out the letters. Children clearly have fun and genuinely enjoy the warm interactions with staff. They gain valuable skills for their future learning.

Setting details

Unique reference number	EY458499
Local authority	Enfield
Inspection number	10062882
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	32
Name of registered person	Tiny Tots Daycare Ltd
Registered person unique reference number	RP532330
Date of previous inspection	4 March 2016
Telephone number	07513 162409

Tiny Tots Pre-School Nursery registered in 2013. The nursery employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 2 or above. Two members of staff are apprentices. One of the managers and the deputy manager hold early years professional status and qualified teacher status. The nursery opens Monday to Friday from 9am to midday during term time only. The nursery provides funded early education for two-, three- and four-year-old children.

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