

Little Tinkers Preschool

Charles Warren Academy, Simpson, Milton Keynes MK6 3AZ



Inspection date	17 May 2019
Previous inspection date	15 December 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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 pre-school team evaluate exceptionally well. All staff regularly audit provision in each area of learning. Staff are highly reflective and managers embrace their feedback. These systems are fully embedded and help the team to share a vision for continuous improvement.
- Managers complete regular and robust tracking of children's progress. For example, they monitor each child's development half termly. They discuss outcomes with each child's key person. Staff moderate their observations and assessments of children's progress together. This helps them to ensure that judgements are secure.
- Managers and staff work together highly effectively to close the gaps in children's learning. For instance, they identify when precise action is needed to support children further. They implement interventions quickly. This has a significant impact and helps children to make rapid and sustained progress from their starting points, including children in receipt of additional funding.
- Staff are motivational teachers. This is demonstrated when they dress in character, such as the 'Dingle dangle scarecrow', to help to engage children in their learning. Staff complete planning meticulously. They provide an abundant array of learning opportunities to help children meet their next steps. Children enjoy discovering where milk comes from and squeal with excitement as they milk a pretend cow.
- Managers have a highly impressive attitude towards staff development. For example, they support staff through robust observations, supervisions and appraisals. They plan training that is precisely linked to the needs of the children in their care. Managers ensure that staff's knowledge and skills are fully embedded as part of their high-quality teaching.
- Staff use highly successful strategies to support children's behaviour. This is illustrated by their use of role play and puppets to explore routines and boundaries. Children are extremely reflective when talking about their own behaviour. They behave exceptionally well, confidently negotiating and reaching agreements with others. This helps to support their emotional well-being.

What the setting needs to do to improve further

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

- continue to implement and monitor the impact of interventions, and help children to make further rapid and sustained progress in their learning.

Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out an evaluation of teaching with the manager.
- The inspector held a meeting with the manager and pre-school supervisor. She discussed self-evaluation and plans for further improvement. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and children throughout the inspection and considered their views.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is outstanding

Managers develop highly effective partnerships with professionals. They consult specialists swiftly, such as the speech and language therapists. This helps them plan early interventions for children. Managers recognise that they wish to further develop the range of highly successful interventions that they offer. Safeguarding is effective. Staff have an excellent understanding of the signs and symptoms of abuse. They know what to do should they have a concern about children's welfare. Staff minimise risks to children in their environment exceptionally well. This is demonstrated by their analysis of accident records and active reflection on changes that they can make to prevent accidents. This helps to keep children safe.

Quality of teaching, learning and assessment is outstanding

Staff provide inspirational real-life learning experiences for children. For instance, children's eyes light up with excitement when farm animals visit the pre-school. Staff support children's curiosity extremely well during their experience with the animals. They teach children how to behave around animals and explore the feeling of their wool, fur and feathers. Staff attend an impressive range of training to help them to maintain their exceptional levels of teaching. For instance, they have increased their use of visual aids, such as prompt cards and visual timetables. This is having a significant impact on children and is helping them to understand what is coming now and next. Staff develop extremely impressive partnerships with parents. This is demonstrated by the wide variety of methods of communication with them, such as in person, online and through signposting to external services. Managers actively involve parents in their children's learning. They provide inspirational opportunities to encourage parents to support their children's development. For example, each child took a plant home to learn how to look after it. Children and their families were equally delighted to share photographs of their growing plants with others.

Personal development, behaviour and welfare are outstanding

Staff create a rich and vibrant environment. This is demonstrated by the wealth of opportunities for children to learn and explore. Staff display and celebrate children's learning. This helps to promote their well-being. Staff provide outstanding opportunities to help children to learn how to keep themselves safe. For instance, they organise for the fire service to visit. Children learn how to respond in the event of a fire. Staff promote children's understanding of healthy eating exceptionally well. For example, they talk about healthy foods as children prepare fruit kebabs for snack time. They encourage healthy eating and celebrate when children try five new fruits in their lunch box.

Outcomes for children are outstanding

All children make superb progress. They are exceptionally well prepared for their future learning. Children investigate and ask questions about the natural world. They find worms in the digging pit and talk about their features with their friends. Children take risks. They find the best way to balance as they walk across stepping stones. Children develop impressive literacy skills. They hold pencils with the correct grip and use their knowledge of sounds and letters to write single words to express their ideas.

Setting details

Unique reference number	EY397284
Local authority	Milton Keynes
Inspection number	10106640
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	53
Name of registered person	Little Tinkers Pre-school Partnership
Registered person unique reference number	RP904947
Date of previous inspection	15 December 2014
Telephone number	01908604978

Little Tinkers Pre-school was registered in 2007 and re-registered at Charles Warren Academy in 2009. It is located in Milton Keynes. It operates from a detached bungalow in the school grounds of Charles Warren Academy. The pre-school is open from 9am until 3pm each day during term time. Children can attend sessions from 9am to midday, midday to 3pm or 9am to 3pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs 11 members of staff. The manager holds an appropriate early years qualification at level 6 and seven members of staff are qualified at level 3 and three at level 2.

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