

Tiny Toes Pre-School

English Martyrs Catholic Church, High Street, Rugby, Warwickshire CV21
4EE



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| Inspection date | 18 June 2019 |
| Previous inspection date | 27 January 2014 |

| 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 deputy have many years' experience in providing childcare to children and their families. They frequently review their own and staff practice. For example, they have recently identified that communication at times between senior team members could be even better.
- The staff team is knowledgeable and sensitively supports families of children with special educational needs and/or disabilities (SEND). Staff keenly access training to ensure they can provide tailored care to meet children's specific needs.
- The staff work well as a team. The manager leads them effectively to ensure children are fully supported in their chosen areas of play and fully supervised at all times.
- Children are emotionally secure, and this is enhanced by the warm relationships they share with the staff and their peers. Staff enjoy the job they do. They enthusiastically engage with the children as they play and provide opportunities to extend their learning. Children are happy and keen to learn and, as a result, are making strong progress in their development.
- Staff value what parents have to say and they obtain information from parents when their children first attend about their current stage of development. This information is successfully used to plan for children's individual learning.
- Parents express positive views about most aspects of the service they receive. They describe the care as 'very good'. Parents comment that their older children who used to attend were very sad to leave. They also say that their younger children who currently attend would come seven days a week if they could.
- Some parents are not given opportunities frequently enough to share what they know about their children's ongoing development and achievements from home.
- Staff do not consistently utilise opportunities to help children fully understand the benefits of healthy eating and leading a healthy lifestyle.

What the setting needs to do to improve further

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

- provide all parents with more opportunities to share what they know about their children's ongoing development and achievements from home
- support children more consistently as they begin to understand about the benefits of healthy eating and leading a healthy lifestyle.

Inspection activities

- The inspector completed joint observations with the manager and observed activities in the indoor and outdoor areas.
- The inspector discussed teaching methods with the manager.
- The inspector held meetings with the manager and spoke to staff and children at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day and of the written views of parents.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.

Inspector

Hayley Lapworth

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of their responsibilities to keep children safe. Risk assessments are effective in identifying potential risks and swift action is taken to minimise these. Concerns about children who may be at risk of harm or neglect are dealt with in line with the setting's local safeguarding procedures. Secure checking procedures are in place for recruiting new staff, ensuring that children are cared for by suitable people. The manager knows her staff team's individual qualities and she uses these effectively. She monitors staff practice and shares her findings with staff on an individual basis through formal supervision and appraisals. Staff are supported to make improvements to enhance the quality of care and teaching and learning. Staff frequently access training, for example diabetic awareness in-house and a range of other courses online. They fully understand the benefits of working with other providers and professionals involved in the care of the children who attend.

Quality of teaching, learning and assessment is good

Children engage in a range of activities that they enjoy and that support their individual interests. They play with dinosaurs in large trays with pulses and lentils. Children explore the textures of the lentils and pulses as they pick up handfuls that they then release slowly between small gaps in their fingers. Children's exploratory skills and curiosity about natural textures are enhanced even further in the outdoor environment. Children paint and create pies with mud, sand and water. They delight in showing staff how messy their hands are. Staff observe the children as they play and assess their current level of development. They decide what children need to do next in order to continue to make progress. Children's next steps in their learning are used to inform future planning and are shared among the staff team. As a result, all staff can support all children to make progress.

Personal development, behaviour and welfare are good

Children's personal and social development is supported effectively. When children first attend, staff suggest that they bring a teddy bear or book from home to help them through the transition from home to pre-school. Children learn about the growth of our food and crops through singing songs about growing seeds. Mealtimes are sociable occasions where children sit and chat to one another and staff. Parents are advised on a range of food to provide in their children lunch boxes that supports children's nutritional needs. Children's behaviour is good. Staff help the children learn about their own safety and how to behave and understand the difference between right and wrong. For example, they explain to children how it is kind to share with their friends.

Outcomes for children are good

Children are making consistently good progress. They develop good skills for future learning and in readiness for the move on to school. They make many decisions for themselves about where they want to play and frequently move between the indoor environment and outdoors. Children are developing key physical skills they need to be fully independent in their self-care. Children confidently use a variety of tools, such as paintbrushes, with increasing control.

Setting details

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| Unique reference number | EY460745 |
| Local authority | Warwickshire |
| Inspection number | 10106629 |
| 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 | 30 |
| Number of children on roll | 52 |
| Name of registered person | Hall, Denise |
| Registered person unique reference number | RP513774 |
| Date of previous inspection | 27 January 2014 |
| Telephone number | 07979152431 |

Tiny Toes Pre-School registered in 2013. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 to level 6. The pre-school opens Monday to Friday, term time only for 38 weeks per year. Sessions are from 8am until midday on Monday, Wednesday and Friday and from 8am to 3pm on Tuesday and Thursday. Children are able to attend for a variety of sessions. The pre-school also offers a before-school club service. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with SEND.

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