

# Inspection of Tiny Explorers Pre-School

Scout Hall, Canford Heath, Sherborn Crescent, POOLE, Dorset BH17 8AP

---

Inspection date: 23 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The leadership team makes good use of funding to target it where it will be most beneficial. The purchase of weighted blankets has helped children to calm themselves and relax when they are tired or a little upset, enabling them to re-join in their play when they are ready.

Children enjoy being outdoors where they explore, investigate and are physically active. There are very good opportunities for them to choose from a good range of different wheeled ride-on toys. Children pedal themselves around the large outdoor area avoiding obstacles and others, showing good control and coordination of their movements. They investigate puddles and the impact of dropping logs on the water. Others enjoy 'cooking' and creating in the mud kitchen, using whisks and spoons to pour water and move the dirt from one container to another, with increasing control and purpose. Staff support the children well in their choices, helping them to stay safe and learn to share and take turns with others.

Children with special educational needs and/or disabilities (SEND) receive good attention and support to thrive and meet their next steps. Their special educational needs coordinator knows them well and helps them successfully to achieve. The special educational needs coordinator works closely with parents and other professionals so that they are clear about specific next steps and their role in supporting the children.

## **What does the early years setting do well and what does it need to do better?**

- The leadership team supports staff well to improve their skills. Leaders are mindful of staff's well-being and ensure they manage workloads appropriately. They value staff's input. Staff know that their contributions help to make a difference. Training has helped staff to support children emotionally, to help them learn about their feelings and begin to manage their emotions in a positive way.
- Staff are positive role models and interact easily with the children. They know the children well, including those who have just joined the setting. Staff are sensitive and encouraging, so children settle happily and quickly, and find activities that interest them.
- There are good partnerships with parents to ensure they work with staff to support their children's continued learning and ongoing care. Parents know their child's key person and share information that enables both parties to meet children's emotional well-being and educational needs.
- The leadership team focuses its curriculum on preparing children for future learning, particularly moving on to school. Leaders provide different activities that follow children's interests and provide support to help children achieve their

next steps. They help children to communicate, and be independent and confident in what they do.

- There are good opportunities for children to learn about their local community. The setting has strong links with a school for children with SEND, helping children learn to accept and respect their differences. Children visit a local home for older people, learning to build new relationships with others. The setting works well with the local school, to support children when they move on in their education.
- Staff engage children well in discussions and encourage them to listen and share their thoughts. They support children to be active and creative learners during their play. Children are confident to follow their own ideas and explore in what they do with mud, water and paint, for example.
- The leadership team evaluates practice and its impact well to make changes that benefit children's learning. This has resulted in a more streamlined planning process where staff use children's interests and ideas to extend the learning opportunities. For example, when children talked about cooking at home, staff planned an activity for them to bake cakes at the setting. This worked well and is something they are keen to do again.
- Although staff interact well with the children, they do not always give children the targeted support they need to help them achieve more promptly. At times, some children do not receive adult interaction to help them focus more during activities.
- The leadership team does not monitor the layout of the play areas and children's use of them as carefully as it could, so that the environment fully engages and inspires children's learning and interests further. For example, there are some areas of the main playroom that children do not use, and some areas lack challenge and further opportunity for learning.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. Managers and staff have a secure understanding of their different roles and responsibilities to protect children from harm. They recognise the signs of abuse, including those relating to wider safeguarding matters. They know what to do when they are concerned to ensure children receive the prompt intervention they need. Staff supervise children well in their play and ensure a safe environment. They allow children to take safe risks and explore their capabilities, for example, when moving the logs to the water and when riding on the wheeled toys.

## What does the setting need to do to improve?

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

- make sure children receive the targeted support they need during each session to help them achieve more promptly
- monitor the layout of the playroom to ensure all activities on offer fully engage and inspire children's learning and interests further.

## Setting details

<b>Unique reference number</b>	EY545402
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10095141
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Tiny Explorers Pre-School-Poole Ltd
<b>Registered person unique reference number</b>	RP545401
<b>Telephone number</b>	07842939068
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tiny Explorers Pre-School registered in 2017. The pre-school is privately owned and operates in the Scout Hall, in Canford Heath, Poole, Dorset. The pre-school operates weekdays during term time only between 9am to 3pm. It offers a breakfast club from 8.30am for those children already attending the setting. There is a team of 10 staff working with the children, including the three directors. Of these, two hold a level 4 early years qualification, four hold early years qualifications at level 3 and two hold qualifications at level 2. The pre-school receives early education funding for children aged two and three years.

## Information about this inspection

### Inspector

Janet Armstrong

### Inspection activities

- The inspector observed the children and staff in their chosen activities.
- A joint observation of an activity took place between the inspector and one of the managers to review the quality of teaching and learning.
- During the inspection, the inspector talked to the staff, children, parents and managers to gain their views and input.
- The inspector looked at a range of different documents and paperwork.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019