

# Inspection of Little Tinkers

Scocus Barn, Five Ashes, Mayfield, East Sussex TN20 6JJ

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Inspection date:

25 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Children are very physically active and enthusiastically explore the spacious outdoor area. For instance, children delight in learning about the wonders of the world around them as they feed animals and grow food to cook with on the working farm. Children are curious, pointing out the details of flowers and seeing what they smell like. Staff plan a range of interesting activities that follow children's interests. For example, babies enjoy playing with foam and bubbles and exploring their senses. The children behave very well. They are kind and courteous and make good progress in their personal, social and emotional development. Staff encourage the children to use good manners and learn to value each other and the nursery environment. For example, staff sing as the children put toys away in appropriate places. Children show positive attitudes to learning. For instance, they eagerly talk about the sunflower pictures they have created using natural resources during an art and craft activity. Older children persist for long periods of time as they are keen to complete activities. For instance, children are motivated to build a house for pigs using glue and sticks from the garden. Children take great pride in their achievements. Staff recognise children's efforts and offer positive praise and encouragement. This helps children to develop resilience.

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

- The managers have a strong commitment to continually looking at ways to improve the nursery and promote good learning for the children. For instance, they are seeking ways to implement an outdoor arts and crafts area for those children that prefer to be creative outside.
- The managers talk passionately about staff's well-being and providing them with the support they need, both personally and professionally, to flourish in their practice. This has led to the managers creating a new staff area.
- The managers supervise staff to identify areas of weakness in staff's practice so that they can be addressed. They provide training to support staff development. For example, staff have learnt how to further encourage children's imaginations and literacy skills through 'helicopter story' training.
- Staff make good assessments of children's progress. They use this information to build on what children know and can do and plan activities that motivate children to learn. However, opportunities to share these with parents and support learning at home are not as strong as they could be.
- Staff play alongside the children, using good commentary as they model and demonstrate skills. However, when supporting play, staff do not develop their lines of questioning to challenge children's thinking further or provide children with enough time to respond to the questions they ask.
- Children form close relationships with staff and are happy. Staff respond quickly, offering cuddles and reassurance, for instance when children arrive at the

nursery upset, supporting children to settle quickly.

- Partnerships with parents are good. Parents say staff are 'very supportive and approachable'. The managers encourage parent feedback in many ways, for example through questionnaires, the website and during parent 'drop in' sessions.
- Staff provide a range of opportunities to help children learn to assess risks and behave safely. For example, children determine the best ways to step across some crates and balance on the edge of benches and feed the animals, while keeping their fingers safe.
- The managers have built upon their curriculum to include exciting activities led by other professionals. For instance, children learn the skills of tennis with an external coach, which supports them to stay fit and healthy.
- Staff promote children's communication and language development well. They add words to extend sentences and repeat back the correct pronunciation of words for the youngest children. Older children learn new vocabulary. For example, a member of staff teaches the children what 'herbivore' and 'carnivore' mean as they play with dinosaurs.
- The settling-in process, transitions between rooms, and the transition on to school are effectively planned to meet individual needs. This includes those children in receipt of additional early years funding. Children enjoy sounding out the initial sounds of words, using pencils to make marks and counting out objects in play, preparing them well for future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have had training to help them understand a range of child protection issues. They know the possible signs of abuse and who to contact should they have any concerns about a child's welfare. The managers and staff have a good understanding of the wider issues, including the 'Prevent' duty guidance. They are also aware of their responsibilities should an allegation be made against a member of staff. They complete risk assessments to identify potential hazards to help ensure children are kept safe.

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

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

- strengthen processes for sharing home learning ideas with parents to build on their child's learning at home and to support children's development further
- develop questioning techniques further to allow children more time to process their thoughts and respond to more challenging questions.

## Setting details

<b>Unique reference number</b>	EY375779
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10106128
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Hanna, Ellen
<b>Registered person unique reference number</b>	RP512950
<b>Telephone number</b>	01825 830772
<b>Date of previous inspection</b>	13 August 2014

## Information about this early years setting

Little Tinkers registered in 2009 and is located in a converted barn near Five Ashes, East Sussex. The nursery is open Monday to Friday from 8am to 6pm, all year round. There are 13 staff who work directly with the children. Of these, all hold an appropriate early years qualification at level 3 or above, and two members of staff hold qualified teacher status. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Adam Hawes

## Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held discussions with the managers, staff and parents.
- The inspector reviewed relevant documentation, staff qualifications and policies used by the setting.
- The inspector and the managers carried out a joint observation.
- During a learning walk, the inspector and the managers discussed how the early years provision is organised and how managers plan the curriculum and experiences for children.

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.

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