

Inspection of Tiny Tots Pre-School

Grays Methodist Church Hall, Hathaway Road, Grays RM17 5LL

Inspection date: 28 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are excited and enthusiastic when they arrive at the pre-school. Smiling staff are on hand to greet and welcome them. Children are familiar with the morning routine and know where to place their belongings.

Staff have high expectations for every child. They make sure that activities are based effectively on children's interests and learning priorities. Children are curious, motivated and excited to learn new things. Staff prioritise time to share books with children. Children giggle in anticipation as they share stories at group times. They demonstrate a love of reading from a young age.

Children enjoy staff joining in with their play because of their lively and enthusiastic approach. They seek out staff to join in with their games. For example, children select a stethoscope and some bandages from the doctor's kit in the role-play area and find staff to 'make better'. They show good levels of involvement and imagination as they play.

Children feel safe and secure as staff are consistent with their expectations for behaviour. Staff give lots of praise and encouragement during activities, which supports children's confidence and self-esteem.

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

- Children learn to lead healthy lifestyles. They enjoy a variety of nutritious snacks.
- Staff get to know children and their families extremely well. Parents comment on how welcome and supported they feel and say that their children love attending. Staff regularly share information with parents and keep them informed about their children's care and progress. They give parents helpful suggestions about how they can extend their children's learning at home.
- Staff are kind and caring towards children and offer them cuddles when needed to help them feel safe and secure. On occasions, staff do not collect thorough enough information about children's likes and dislikes prior to them starting. As a result, staff cannot always support children effectively to settle quickly.
- Staff use a calm and consistent approach to manage children's behaviour. Children know the 'golden rules' very well. They look out for their peers and give gentle prompts, such as reminding their friends to put on aprons when painting.
- Children have fun during their pre-school day. They choose from the exciting range of resources presented for them by staff at the beginning of each session. Children are also very familiar with the additional resources available. Resources in the outdoor space are more limited. They do not provide as many opportunities to extend and support learning for those children who prefer to

learn outside.

- Children enjoy learning to do things for themselves. They are becoming increasingly independent in their self-care. Children select their own snacks and learn how to open their own lunch boxes.
- Staff talk confidently about children's current levels of development. They regularly observe children at play and complete assessments of their learning and development. They use their findings to plan activities that they know children will enjoy, incorporating what they need to learn next.
- Children with special educational needs and/or disabilities benefit from close, targeted support. Staff attend specific training to ensure that they can meet their individual needs. Partnerships with outside agencies and professionals are strong. The manager goes above and beyond to assist families to access any additional help they need.
- Staff regularly complete training to build on their knowledge and skills, and evaluate the provision well. This enables them to identify areas to develop, in order to provide an effective curriculum for the children. For example, they are introducing a new assessment system to encourage parents' greater involvement.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about the types of abuse and concerns that might alert them that a child's welfare or safety is being compromised. They complete safeguarding training to ensure that they have a secure knowledge of the procedures to follow if they identify any concerns about a child's welfare. All staff complete the appropriate recruitment checks to ensure they are suitable to work with children. They are deployed effectively and remain vigilant about children's security. Staff carry out daily checks of the premises and garden to make sure potential risks are minimised.

What does the setting need to do to improve?

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

- enhance the use of the outdoor area to offer children who prefer to learn outside further play and learning opportunities
- ensure thorough information is collected from parents prior to children starting, to enable staff to support children to settle quickly.

Setting details

Unique reference number	EY549635
Local authority	Thurrock
Inspection number	10130776
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	19
Name of registered person	Smith, Michelle Yvonne
Registered person unique reference number	RP549634
Telephone number	07935 804783
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Tots Pre-School registered in 2017. The pre-school employs five members of childcare staff. Of these, three members of staff hold early years qualifications at level 3, and one member of staff holds a qualification at level 2. The pre-school opens during school term times. Sessions are from 9.15am to 3.15pm on Monday and Thursday, and from 9.15am to 12.15pm on Wednesday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Le Marie

Inspection activities

- The inspector walked around all areas of the pre-school with the manager and discussed how the curriculum is organised.
- The inspector spoke to parents during the inspection and took account of their views.
- The pre-school deputy manager and inspector carried out a joint observation.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector observed activities, indoors and outdoors, and considered the impact of teaching on children's learning and development.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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