

Inspection of Tiny Tigers Pre School Ltd

Our Lady Of Hartley Catholic Primary School, Stack Lane, Hartley, Longfield, Kent
DA3 8BL

Inspection date: 9 February 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally settled in the nurturing and enriched learning environment. Children fill the room with sounds of happy chatter and laughter. They are enthralled in incredibly interesting and highly challenging learning experiences. Children are motivated learners and staff have very high expectations of their abilities. Children are ecstatic to explore what happens when a bubble pops on different surfaces. They watch with fascination as the bubble makes sand congeal and when it lands on frost it freezes and remains there. Children consistently try hard to succeed. For instance, they spend time problem-solving when making their own paint rollers. They stick together a foam tube and a stick to make a roller they can successfully paint with.

Children are incredibly polite and their behaviour is impeccable. They show excellent levels of respect, empathy and kindness. Children support their friends with special educational needs and/or disabilities (SEND). For example, they kindly remind them of the rules using the visual picture cards. All children have outstanding opportunities to challenge their physical skills and learn about the extensive ways they can move their bodies. For instance, they routinely learn choreographed dances and enjoy yoga sessions. Children have high levels of respect for other people's similarities and differences. This includes, religious beliefs and traditions of other countries. For example, all children learn about Chinese traditions and write a letter of the alphabet using Chinese symbols.

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

- All staff establish inspirational and trusting relationships with children. They get to know children incredibly well. This includes their likes, dislikes and the way that they prefer to play. Children are extremely confident, independent and happy. They have an exceptionally positive well-being, self-worth and self-motivation. For example, they are extremely confident in their own abilities and take great pride in their achievements. Staff include children in the daily plans. Staff respond swiftly to children's activity wishes. This helps staff keep all children fascinated by their learning experiences. Staff help all children, including those with SEND to make outstanding progress.
- The managers and staff establish outstanding partnerships with parents and keep them extremely well involved and informed in their children's learning. Staff encourage parents to add to the focus plans for their children and implement their ideas and suggestions. Staff routinely share training for parents to support them at home. For example, they recently invited parents to learn about the Makaton sign language that the children use at the setting.
- The extremely passionate, dedicated and experienced staff have an impeccable knowledge of all areas of learning. They are incredibly enthusiastic and ensure

that they provide children with the skills they need to succeed. Staff are keen to develop on their already impressive skills. This includes attending an extensive range of training. For example, they recently learned about the different ways to support children with SEND to understand behavioural expectations. Staff have attended training to implement a daily activity of sensory circuits. This has empowered staff to help children engage in activities that develop their muscle strength and balance. This has had an incredibly beneficial impact on children's physical development.

- The managers and staff use extremely effective ways to closely monitor the consistency of outstanding care and teaching that they provide for children. In addition to staff observing each other interact with children, they invite in staff from other settings and teachers at the school to observe their practice. Staff in turn observe the Reception class teacher and visit other settings to observe their practice and learn new ideas. Staff use the constructive and valuable advice and feedback to enhance their practice.
- Staff support children to develop very confident communication skills. They regularly introduce new words to children's already extensive range of vocabulary. For instance, children describe a bath bomb as 'fragrant' and excitedly inform staff that it 'dissolves' when placed in water. Staff and children learn Makaton signs each week. Younger children use one sign with excellent confidence, and impressively, older children can sign simple sentences.
- Staff use additional funding extremely well to meet children's individual needs. For instance, they have used the funding to create home learning packs. They purchase resources to share, such as communication games. This is to help engage the children and parents in learning at home and embrace a love of learning together.

Safeguarding

The arrangements for safeguarding are effective.

All staff have an outstanding knowledge and understanding of the safeguarding and child protection policies. This includes wider aspects, such as recognising signs of domestic abuse. They have comprehensive knowledge of who to contact to seek advice and how to raise and follow up any concerns. Staff have extremely thorough risk assessments in place. This includes practices to minimise the risk of COVID-19. Staff encourage children to manage risks in extremely challenging activities. For example, children follow thorough safety advice from staff when they use a rope to 'abseil' down a muddy hill. Children are extremely confident to use highly challenging equipment, such as tyre swings and climbing walls. Children learn about the different types of potential hazards to be vigilant of. For example, they confidently identify stinging nettles to avoid when in their woodland area.

Setting details

Unique reference number	2544771
Local authority	Kent
Inspection number	10215499
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 at time of inspection	2 to 4
Total number of places	25
Number of children on roll	46
Name of registered person	Tiny Tigers Pre-School Ltd
Registered person unique reference number	RP906410
Telephone number	0780 9216591
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Tigers Pre School Ltd registered in 2019. It is located in the grounds of Our Lady Of Hartley Catholic Primary School in Longfield, Kent. The setting is open Monday to Friday from 9am until 3pm, term time only. The setting receives funding to provide free early education for children aged three and four years. The setting employs 10 members of staff, seven of whom hold a relevant early years qualification at level 3 and above. This includes three members of staff who hold a qualification at level 4.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- During the inspection, the inspector spoke to the managers, children, parents and staff at convenient times and considered their views.
- The inspector carried out a joint observation with the manager on a planned activity, focusing on supporting children to develop their communication skills.

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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