

# Inspection of Tinkerbells at the Clock Tower

Clock Tower Hall, Adisham Green, Church Milton, Sittingbourne, Kent ME10 2RQ

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Inspection date: 27 April 2022

**Overall effectiveness** **Good**

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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 Outstanding

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

### **The provision is good**

Children are warmly greeted at the nursery door and leave parents confidently and excited to begin their day. Children show increasing independence when they enter by hanging up their own coats and washing their hands before exploring the environment and activities that staff have prepared for them. These skills support children in being prepared for their eventual move to school.

Children gain good physical skills as they experiment with how to move their bodies to cross the obstacle course in the garden. They use their arms to help balance themselves as they cross beams and jump up and down from equipment. Children are keen to use the tricycles and successfully pedal up and down the slopes in the garden laughing with delight as they learn how to pedal to make themselves go faster.

Children demonstrate that they enjoy the learning opportunities provided for them. For example, children are keen to help maintain the wildlife garden and use scissors with increasing control to cut back the dead plants in order to make way for new bulbs to be planted. Staff work alongside children engaging in conversations about the bugs and insects that they find along the way.

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

- The leaders and staff team know the children well. They plan activities that follow the interests of the children. For example, the children are learning about animals and have opportunities during group times to share their current knowledge so future learning can build on what children already know.
- The setting works closely with parents and carers to share information about children and encourage learning at home. Parents are very complimentary of the setting and feel involved. For instance, leaders run a parent forum three times a year where parents have the opportunity to voice ideas and future developments.
- Children are caring towards each other and are learning about how to share resources and wait their turn. However, staff do not consistently help children to be more involved in keeping the indoor environment tidy and safe, for example by encouraging them to help tidy resources before moving to another activity.
- Leaders and staff have recognised that children's speech and language has been impacted by the pandemic. Staff sing and regularly read to the children. However, some staff do not consistently develop children's speech and language during free play. For example, they do not use these opportunities to introduce new vocabulary. This is particularly evident during outdoor learning, as some staff seem to take on more of a supervisory role rather than engaging with the children effectively.

- Staff feel well supported by leaders. They have regular meetings with the manager to discuss key children, well-being and further training requirements. After returning to work after the pandemic, the management team prioritised staff's mental health and well-being. This meant staff felt supported with the transition back to work after periods of closures.
- Staff work effectively with other professionals who are involved in children's care. The setting provides targeted plans for children who need additional support. Leaders can talk about the impact that COVID-19 has had on waiting times for referrals and seek to implement strategies in the setting while children are waiting to be seen.
- Children have the opportunity to learn about the wider world. They go on trips out of the setting to visit the local nature reserve. Children also have their own allotment in the garden where they can learn about growing vegetables. The children tend to them during the year and then take them home to enjoy with their families.
- Children's emotional needs are met well by staff. The key person system is well established, and children know who to go to for support. On the odd occasion that children do become upset, staff are quick to support and reassure children, who then quickly return to play.
- Children use their imagination to bring ideas and games to life. For example, children pretend to be dinosaurs and are heard saying 'I'm going to be the biggest dinosaur in the world'. Children then extended this play by building a nest and using chalks from the garden to be 'dinosaur eggs'.

## Safeguarding

The arrangements for safeguarding are effective.

All the staff and leaders have secure safeguarding knowledge; this includes wider issues such as radicalisation and county lines. Staff are confident in knowing where to report concerns and the action that needs to be taken. The setting is thoroughly risk assessed before each session to ensure that the premises are safe and secure for the children. Minor first-aid incidents are dealt with swiftly. Leaders scrutinise accident reports to see if there are repeated accidents and change the environment accordingly.

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

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

- support children to take more responsibility for their environment and the resources they use, to help them build further on their sense of responsibility and safety
- ensure staff consistently model language and new vocabulary to build on children's communication skills.

## Setting details

<b>Unique reference number</b>	EY457596
<b>Local authority</b>	Kent
<b>Inspection number</b>	10226674
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Barker, Donna Marie
<b>Registered person unique reference number</b>	RP516025
<b>Telephone number</b>	07940274438
<b>Date of previous inspection</b>	7 October 2016

## Information about this early years setting

Tinkerbells at the Clock Tower registered in 2013. It is one of two pre-schools owned by the same provider. It operates in a community hall in Sittingbourne, Kent. The pre-school operates on Monday, Wednesday, Thursday and Friday from 8:45am to 2:45pm during term time only. The provider receives funding to provide free early education for children aged two, three and four years. There are seven staff, one of which holds a relevant early years degree and early years professional status.

## Information about this inspection

### Inspector

Kelly Southern

## Inspection activities

- This was the first routine inspection the provider received since COVID-19 began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager, owner and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between the staff and the 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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