

Inspection of Lostock Tiny Tots Pre School

The Vicarage, Station Road, Lostock Gralam, NORTHWICH, Cheshire CW9 7PS

Inspection date: 29 April 2022

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

The provision is good

Children at this setting are curious and arrive ready to learn. They burst with energy as they eagerly explore the large garden. Outdoor learning is a key focus at this setting. Children are provided with appropriate clothing to enable them to play outside at all times. They are happy and safe.

Children are encouraged to be ambitious. For example, they develop resilience as they climb onto rope ladder swings. Sometimes, it takes many attempts and a little help from their friends to succeed, but children do not give up. They take risks and develop their independence skills and character.

Children learn about living things and how to care for them when visitors bring in animals for children to see and touch. They learn about life cycles as they care for caterpillars, watching as they turn into butterflies. Children's learning is purposeful and deliberate. They develop their knowledge and skills through tailored activities and interactions provided by staff.

Children have positive relationships with staff and each other. They cannot wait to share their discoveries, such as insects in the bug hotel. Staff help them to identify what they have found. Children are offered cuddles and reassurance when they need it. For example, when they have fallen over. Children develop positive self-esteem. Staff encourage them to continue trying until they succeed. They then celebrate children's achievements. This helps children to feel a sense of pride.

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

- Staff interactions and an engaging environment contribute to the high-quality education children receive. Children decide if they would like to play inside or outside. This helps them to develop confidence in their own choices. Children take charge of their own day. They develop their physical skills outside as they climb, balance and swing. As children's skills develop, they build confidence and become self-assured.
- Each week staff focus on assessing a small group of children. They gather in-depth information on what children already know. This helps them to plan activities and interactions that sharply focus on what children need to learn next. For example, when children begin to show an interest in stories, staff plan activities on story sequencing. This helps all children, including those with special education needs and/or disabilities, to make good progress.
- Staff encourage children to work together and collaborate. Children take turns and they support one another. For example, children help each other to climb onto the tyre swing. They push their friends. After a while they swap, so that everyone has a turn. Children develop the social skills they need to be good

team members and to thrive in group situations.

- Children's behaviour is good. They follow the rules without hesitation. For instance, when it is time to go inside, staff call toddlers over. They quickly gather by the door. Children are developing their ability to follow instructions.
- Staff give children the freedom to choose when they eat their healthy lunches during a set time frame. They learn to identify when they are hungry and when they are not. Pictures on the wall remind children of the order to eat their food in. Children comment, 'oh, it's my yoghurt next'. This encourages children to be mindful about the choices they make and helps children to manage their own needs.
- Communication between staff is good. For example, when they are taking children inside to the toilet, they let other staff members know. This allows staff to account for the whereabouts of all children. This means they can adequately supervise children as they freely move from inside to outside.
- Pre-school children have limited experiences of following routines. For example, children are invited to take part in various activities, such as stories and physical education lessons. However, they are all optional. This means children are not fully prepared for the expectations of following set routines when they go to school.
- Leaders consider how to utilise additional funding to maximum effect. Dance classes help to develop children's confidence. Large loose parts promote children's creativity and resourcefulness. Funding is used in unique ways, which has a big impact on children's development.
- Professional development opportunities for staff are tailored to meet the needs of staff and their key children. For instance, staff attend training to enable them to support children's behaviour in a positive way. They then share good practice with parents. This helps to ensure continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Children with allergies are supervised at all times, however, they are encouraged to take responsibility for their needs and make their own choices. This helps children to manage their own risks, particularly as they get older, which helps them to keep themselves safe. Staff know the signs of abuse to be alert to and what to do if they have concerns about the welfare of children. They complete daily risk assessments, which help them to keep the environment safe, particularly the large outdoor area.

What does the setting need to do to improve?

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

- develop opportunities for older children to follow routines, so that children are fully prepared for school.

Setting details

Unique reference number	EY449333
Local authority	Cheshire West and Chester
Inspection number	10235854
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	44
Number of children on roll	48
Name of registered person	Lostock Tiny Tots Pre-School Committee
Registered person unique reference number	RP527117
Telephone number	00160642733
Date of previous inspection	19 January 2017

Information about this early years setting

Lostock Tiny Tots Pre School registered in 2012. The setting employs eight members of childcare staff. All hold appropriate early years qualifications, including four at level 3, two at level 4 and two at level 6. The pre-school opens from Monday to Friday all year round. Sessions are from 8am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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