

Inspection of Towers Tiny Tots Pre School

Goat Lees Community Hall, Mulberry Chase, Off Trinity Road, Ashford, Kent TN25 4AB

Inspection date: 10 May 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 enter the pre-school happily. They are greeted warmly by a member of staff. Children are able to make choices in their play, indoors and outdoors, from the range of resources available to them. Staff are kind and caring in their approach. Children enjoy close, warm relationships with the manager and the staff. They demonstrate that they feel safe and secure. For example, children seek comfort from staff when they feel upset.

Children listen to staff and follow simple instructions. They are independent and are keen to do things for themselves. For instance, they know to wash their hands before they have their snack and lunch. Children learn to share and take turns, such as when playing a 'shooting the target' game and using the slide.

Children's social skills are supported well. They are encouraged to play cooperatively and share ideas and experiences through adult modelling and guidance. Through this supportive interaction, children show how they learn to make good friendships and interact confidently with staff and their peers. Children confidently engage in conversations with each other, staff and visitors. They discuss their experiences while they play and learn. For example, they share ideas when 'fixing the house'. Children make good progress in their personal, social and emotional development.

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

- Children's health, well-being and learning are well supported in the pre-school. This is especially evident in the outdoor area. Children develop their strength and balance as they climb, run and jump with increasing confidence, skill and control. Staff share children's excitement and motivation as they explore and discover. For example, staff and children look at books together to identify insects they find. Children use the magnifying glasses skilfully to see detailed markings. However, there are occasions when opportunities are not used well to challenge or extend children's thinking so that they achieve as much as they can from every potential learning opportunity.
- The key-person system is secure. Staff know their children well. They observe their learning and identify the intent of their curriculum. The manager and staff skilfully adapt the curriculum to support children's individual needs and complement their personal interests. This means that all children access the curriculum effectively.
- Staff work closely with parents and external services to provide for children's individual needs. They plan targeted support to help children to make progress. As a result, all children, including those with special educational needs and/or disabilities and those who speak English as additional language, make good

progress from their starting points.

- Sometimes, during group activities, staff do not consistently ensure that younger or quieter children have the chance to share their ideas and thoughts. For instance, during a play dough activity, staff focus their teaching and interactions on the most dominant and communicative children and overlook the quieter or less confident children. As a result, some children lose interest and do not benefit fully from staff's explanations and learning experiences.
- Relationships with parents are a strength of the pre-school. Staff and parents work together to support children both at the pre-school and at home. Parents speak highly of the manager and the staff. They comment on the progress their children have made since they started attending the pre-school. Parents are kept updated on their children's progress regularly through emails, daily feedback and newsletters.
- Children behave well. They know the rules of the pre-school. Staff support children to resolve any conflicts that arise. For instance, during superhero play, staff remind children of the rules to keep them safe. Children are respectful to each other and adults. They share and take turns. This is evident during a yoga session where children take it in turns to show their chosen pose.
- The manager is acutely aware of the impact that the COVID-19 pandemic has had on her team's well-being. She monitors this through regular conversations and one-to-one meetings. Staff comment that they feel supported by the manager. They feel confident to approach her with any issues they might have, professional or personal.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff have a secure knowledge and understanding of their role in keeping children safe. They are aware of the signs and symptoms which may indicate a child is being abused. Staff know the correct procedures to follow should they have concerns about the manager or another member of staff. They have a good understanding of wider aspects of safeguarding, such as radicalisation and county lines. The manager works closely with appropriate outside agencies. She recognises her responsibilities, including in the event of an allegation being made against a member of staff.

What does the setting need to do to improve?

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

- extend staff's knowledge around how to make more effective use of spontaneous opportunities to extend and challenge children's learning further
- support staff to ensure that all children are given opportunities to share their ideas, particularly the younger children.

Setting details

Unique reference number	EY446095
Local authority	Kent
Inspection number	10228663
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	46
Name of registered person	Towers Tiny Tots
Registered person unique reference number	RP527320
Telephone number	01233647608
Date of previous inspection	14 September 2016

Information about this early years setting

Towers Tiny Tots Pre School registered in 2012 and operates from Goat Lees Community Hall in Kennington, near Ashford, Kent. The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications. The manager holds BA Honours in Childcare and Education, four staff hold qualifications at level 3, two hold qualifications at level 2, and one member of staff is an apprentice. The pre-school is open from Monday to Friday for 38 weeks of the year. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Oshra Murphy

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager led the inspector on a learning walk to show how she organises the areas used by the children and to discuss her aims for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the manager, her team and children and assessed the impact on children's care, learning and development.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the pre-school with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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