

Inspection of Tiny Giants Pre-School Ltd

The Three Ways Community Association, Arundel Drive, Borehamwood,
Hertfordshire WD6 2ND

Inspection date: 12 May 2022

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

What is it like to attend this early years setting?

The provision is good

Children build strong relationships with their key person and other staff members. They arrive confidently in the setting and run straight out to see what activities are in the garden area. Children have independent access to the water tap. They enjoy filling and emptying containers with water and transporting the water to other pots and jugs.

Staff talk to the children about their play, asking questions and allowing them time to answer. This supports children's language development. Later, as the water spills on the floor, children independently find their wellies and begin jumping in the water. They create muddy footprints. A staff member gets some paper, and the children begin to make prints. They discuss whether each print is bigger or smaller than the other. They compare sizes, developing their mathematical language.

Children enjoy playing with their peers and at times they actively seek each other out to play. The staff have high expectations for children's behaviour. Children behave well. Staff remind children of the rules when they challenge them. Children are quick to pick toys up and take the wheeled toys back in the garden. Self-registration allows children to develop a real sense of belonging to the setting.

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

- Staff gather detailed knowledge about each child when they first arrive at the setting. This helps to create the next steps in children's learning. Staff understand that children enter at different levels. They have recently completed training to support them with planning effectively for this. Staff engage with children well. However, they are not always consistent when challenging children, to support their learning and development further.
- Children concentrate at activities for long periods. They enjoy repeating activities such as making play dough cakes. Staff talk to children about the activities and what they are doing. At the puzzles, staff talk about the shapes of the pieces and what the picture is. However, staff do not always support children to develop their critical thinking skills.
- Staff have good knowledge of their individual children. Early identification of need is exemplary. Staff quickly recognise when a child may need additional support. They discuss concerns early with parents and professionals to ensure children get the support they need. Adaptions are quickly made to the environment, and changes for individual children's routines are completed. This ensures all children are included and welcomed into the setting. Key persons work effectively with parents to offer support. This supports the well-being of the whole family.
- Parents speak positively about the care and education their children receive.

They praise the effective communication the setting provides. They feel that they have a good knowledge of their children's development. Parents praise the progress their children make in all areas.

- Managers have a good understanding of the impact that the COVID-19 pandemic has had on children's development. During the pandemic they ensured that all children had access to activity packs. These included books, crafts and other activities of interest to ensure children continued to make progress while at home. In addition, the managers have made changes to the settling-in policy to allow more time for those children who are struggling to settle. Staff are aware of the impact of the pandemic on children's communication and language. They run effective 'chatterbox' groups. These small-group times allow staff to focus on children who need support. They use repetitive games to repeat and model words back to children. Children are making good progress in their language development.
- The manager supports staff's professional development well. Staff complete regular training and there are opportunities for all staff to complete further qualifications. Regular supervisions with the manager ensure teaching and learning are effective for children. Managers support staff to build on their current knowledge and skills. A buddy system supports staff to develop their practice. Staff's welfare and well-being are valued by the manager. Services are available should staff need additional help. Staff praise the level of support they receive.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding role and responsibilities. They attend regular training and receive updates to help them understand the wider range of safeguarding issues. Staff are confident in their knowledge of how to report concerns and they understand their own individual responsibilities. Effective risk assessments are in place, and these are updated regularly. This helps to ensure that everyone remains safe in the setting.

What does the setting need to do to improve?

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

- support staff to gain a better understanding of how to challenge children and build on their critical thinking skills.

Setting details

Unique reference number	2545292
Local authority	Hertfordshire
Inspection number	10215526
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	1 to 5
Total number of places	50
Number of children on roll	40
Name of registered person	Tiny Giants Pre-School Ltd
Registered person unique reference number	2545291
Telephone number	2036437662
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Giants Pre-School registered in 2019. The pre-school employs 12 members of staff. Of these, one holds an appropriate early years qualification at level 5, six hold qualifications at level 3 and one holds a qualification at level 2. The pre-school also has two staff members completing early years apprenticeships. The pre-school is open Monday to Friday, 9am to 3pm, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents spoke with the inspector during the inspection and she took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff.

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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