

Inspection of Tiny Town Kindergarten

1 Mount Pleasant, Tadley, Hampshire RG26 4JH

Inspection date: 20 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children love coming to this welcoming and home-from-home setting. They receive attentive and warm care that helps them feel comfortable and safe. Children freely choose from a range of accessible resources and activities. They are self-motivated and confidently lead their own play. For example, children explore with play dough. They make imprints with their fingers and use other objects they find to create patterns. Children make good progress from their individual starting points.

Children show kindness and consideration to others. They reassure other children who are a little apprehensive to have a go and experiment with unfamiliar resources. This illustrates that children are developing empathy towards their friends. Children are encouraged to persevere at tasks. They smile and cheer as they celebrate their efforts. Children behave well. They are well-mannered and talk to others with respect. Children understand clear boundaries to keep themselves safe. For example, they remember to always use 'walking feet' indoors.

Children relish being outdoors and playing in the fresh air. They show well-developed body control as they climb, balance and run in the garden. Children readily invite staff into their games. Staff support each child effectively to develop their competency, such as being able to kick a ball with greater precision. This helps to promote children's good health and emotional well-being.

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

- The experienced and knowledgeable leaders show commitment to continual improvement. They accurately reflect on the provision and consider ways to enhance the existing quality. Leaders and staff understand the importance of developing children's curiosity skills. Their current focus is to replace the plastic resources with natural objects and further enhance children's learning experiences. This helps to improve the range and choice of resources to develop opportunities for self-chosen play.
- Staff know children well. They use information from their observations and parents' comments to plan exciting activities that spark children's interests and knowledge further. For instance, children's fascination with worms has led to them building a wormery. They excitedly gather leaves from the garden for the worms to eat. This helps to enhance children's understanding of the world around them.
- Staff place a high priority on developing children's communication and language skills. They encourage children to learn new words and facts to extend their vocabulary. Children retain and apply their new knowledge well, as staff recap on their learning. For example, older children are reminded that worms live underground and therefore do not need to see. Younger children learn the word

'stringy' and use it to describe the foam clay as they play. This helps to support children's memory skills.

- Children develop good concentration skills and show the ability to complete an activity independently. However, at times, staff over-direct children's play more than is needed. They do not always allow opportunities for children to have time to explore, experiment and consolidate their own understanding.
- Staff monitor children's progress accurately to notice any gaps in their learning. They are supported by the special educational needs coordinator and actively seek the support children need. They work closely with external professionals to ensure that all children make the progress they are capable of.
- Children are well prepared for their move to school. They show interest in sharing books and writing their names. Children demonstrate increasing independence when changing into their outdoor clothing. They love the responsibility of taking on jobs, such as sweeping up after play. Children learn to negotiate support from their friends to complete their task effectively. This helps to promote children's skills for future learning.
- Parents are complimentary about the education and care their children receive at the nursery. Staff form trusted relationships with parents, which helps to support children's continuity of care and learning. Parents value the online and verbal feedback, which provides comprehensive information about their children's day at nursery and what they have learned. Parents are impressed with their children's progress.
- Children learn about cultures and languages represented by children who attend. They have opportunities to taste foods from different cultures, such as rusks from South Africa. They compare these to foods they eat at home, which helps to develop children's understanding of similarities between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of their role to protect children from risk of harm. Staff know how to recognise potential signs and symptoms of abuse, including exposure to extremist views and behaviours. They understand the local procedures to follow to report any concerns about a child's welfare. Leaders follow robust recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff carry out daily risk assessments to ensure that children have access to a safe and secure environment to play in. Children learn to identify and manage their own risks. For example, they know that the rain can make surfaces slippery in the garden and take extra precautions to remain safe.

What does the setting need to do to improve?

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

- support staff and help them to identify opportunities to give children more encouragement to explore, experiment and follow their own ideas to consolidate and extend their learning.

Setting details

Unique reference number	509570
Local authority	Hampshire
Inspection number	10226586
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	0 to 4
Total number of places	30
Number of children on roll	45
Name of registered person	Tiny Town Kindergarten Limited
Registered person unique reference number	RP904790
Telephone number	0118 9814325
Date of previous inspection	21 February 2017

Information about this early years setting

Tiny Town Kindergarten registered in 2001. It is a privately owned nursery situated in the village of Tadley, near Basingstoke in Hampshire. The nursery opens each weekday, from 7.30am to 6pm, all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are seven staff working with the children, four of whom hold relevant childcare qualifications at level 3. One manager holds a foundation degree in early years education and one manager has an appropriate level 4 qualification.

Information about this inspection

Inspector

Sonia Panchal

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

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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