

Inspection of Towers Tiny Tots Day Nursery

Towers School, Faversham Road, Kennington, ASHFORD, Kent TN24 9AL

Inspection date: 15 June 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 enjoy coming to this welcoming and exciting nursery. They arrive happy to see their friends and the staff, ready to play and learn together. Children look forward to the varied and fun activities staff offer them each day. For example, younger children who show an interest in dinosaurs are met with a tray filled with rocks and soil made from cereal. They explore different textures and move their dinosaur to create imaginary play experiences through the tall trees. Children are developing the skills they need in readiness for the next stage in their learning.

Children are very sociable and form strong, positive relationships with the staff and with each other. They benefit from a large outdoor space and enjoy taking care of their resident rabbit. Children take turns to learn about what the rabbit enjoys eating. They collect long grass and leaves from a mint plant, to share with their furry friend. As a result, children know that they must be gentle and understand that living things should be cared for with kindness.

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

- Staff enthusiastically plan activities that teach new skills and provide new challenges. For example, children investigate objects made from various materials within a water tray. They make predictions about whether these will float or sink, based on their weight. Children are thrilled about finding new objects to test their ideas. The curriculum ensures that children enjoy activities that are appropriate for their age and stage of development.
- Children demonstrate positive attitudes to learning. They thrive on their abilities to choose toys and resources that interest and fascinate them. Staff encourage the use of high order vocabulary to teach unfamiliar words. For example, when discussing the importance of drinking water during the hot weather, children comment that they must keep 'hydrated'. At times, however, some staff do not fully grasp opportunities to extend children's learning experiences, particularly during activities involving older children.
- There are strong bonds between children and the staff. Achievements are celebrated well, and staff praise and encourage children for their efforts and 'have a go' attitude. Generally, children's behaviour is good for their age and stage of development. However, sometimes, staff are not always consistent with their behaviour management strategies, resulting in situations which may escalate.
- Staff promote a communication-friendly environment. They teach children to use simple signing to ask for more or to express their manners. This helps children with a speech and language delay, or those with special educational needs and/or disabilities (SEND), to clarify their needs and feelings. This means that frustration is minimal, and children feel understood and valued as a result.

- Staff use a two-way communication system to share information about children's development. Parents receive information that supports and advises on next steps for learning and can also add examples of children's achievements at home. This creates a firm partnership between parents and staff to ensure the best possible outcomes for children.
- Parents praise the staff for their commitment and professional approach. They comment that children are well cared for and love coming to the setting. Staff ensure that they gain valuable information before children start, such as their likes, dislikes and interests. This also extends to details about what children prefer to eat and their dietary requirements, including any known allergies.
- Leaders evaluate their provision effectively and involve all staff in their plans for improvement. They allocate funding to develop areas in need of development. Everyone has the chance to contribute, using their strengths and areas of expertise. Staff feel valued as they have opportunities to implement ideas that will continue to improve and develop high-quality provision for the children in their care.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibility to safeguard children. Leaders provide opportunities for them to update and refresh their knowledge of current practice and procedure. They clearly explain the robust actions they would take should they have any concerns about children's welfare. This helps to keep children safe. Staff conduct thorough risk assessments to ensure they keep children, parents and themselves safe from harm. For example, they have a robust policy for the application of sun cream, to ensure children stay safe in the warm weather.

What does the setting need to do to improve?

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

- ensure all staff consistently use the successful behaviour strategies so that children clearly understand the type of behaviour that is expected of them
- provide more guidance and support for less-experienced staff on how to extend children's learning, particularly for older children.

Setting details

Unique reference number	EY361948
Local authority	Kent
Inspection number	10228054
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	10 to 4
Total number of places	32
Number of children on roll	43
Name of registered person	Towers Tiny Tots
Registered person unique reference number	RP527320
Telephone number	01233 665 573
Date of previous inspection	13 February 2017

Information about this early years setting

Towers Tiny Tots Day Nursery registered in 2007. It is situated in Kennington, Kent and is open each weekday from 7.30am to 6pm for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. It employs 13 members of staff, nine of whom hold appropriate early years qualifications. One member of staff holds a relevant early years degree.

Information about this inspection

Inspector

Kate Williams

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 deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a mathematics/science activity with the deputy manager.
- Parents shared their views of the setting with the inspector.
- 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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