

# Inspection of Tiny Toes Pre-School Ltd

The Community Hall, Rydon Road, Kingsteignton, Newton Abbot, Devon TQ12 3QG

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Inspection date:

26 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is good**

The pre-school is a friendly and nurturing environment where children feel confident and comfortable. Children are happy to attend. They learn how to process, manage and express their feelings and emotions with the support and guidance of the staff. Children have strong, positive relationships with the staff. They develop friendships with other children in the setting, and behaviour is consistently positive. Children know how to share with each other and to be kind. Older children realise the impact that their behaviour has on others.

Children enjoy healthy food at snack times and have a choice in what they eat. Staff enable children to be independent, such as by pouring their own milk or water, and children's water bottles are available on a special water table throughout the session. Children know how to find their own drinks and are confident in explaining the drinks system to adults in the setting.

The children have access to many different interesting activities that they engage in positively. Indoors, they have two well-designed play structures for physical development. Outdoors, children have space to run and play games. They enjoy activities, like pouring pasta into long pipes to explore the effects of gravity, and areas to explore the autumn changes.

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

- Managers ensure that staff receive focused and effective training. They have created a supportive environment where staff know what is expected of them and how to achieve this. Staff know the subjects they teach, and children make progress. Staff consistently report high levels of support for well-being issues.
- Managers have created a curriculum that places a strong importance on the emotional and social well-being of the children. Children and staff develop strong and positive relationships, which ensures that the children feel comfortable coming to the setting. This develops confidence in the children and their ability to engage and make progress. However, at times, the organisation of the space creates a lot of movement and noise, which inhibits the development of children's concentration and opportunities for deeper learning.
- Managers have excellent links with the local schools. Children enjoy numerous settling-in sessions and forest-school sessions in the local primary school. They have also visited the school's library in the past. Teachers from the Reception class and special educational needs and/or disability (SEND) coordinators from the school visit the pre-school to form relationships with the children. This develops confidence in the children who are moving on to primary school. Transitions are positive as a result.
- Managers have created an ambitious curriculum and share with the staff what

they want the children to learn. Staff are well supported to plan the activities. Play and activities are linked to the children's interests and the local environment. For example, the children visited the local bug hotel to explore bugs in autumn. Children are interested in their work and make progress. However, the most able children do not receive consistent support and guidance to ensure they are sufficiently challenged.

- A love of learning is well supported by the staff. The pre-school has books available in two cosy reading areas. Staff also choose specific books to focus on each day, which relate to the curriculum and children's present interests. For example, the children in the two-year-old room are particularly interested in animals at the moment. Books like 'Dear Zoo' and 'I Love Animals' are in the topic area to support this interest.
- Staff take children on trips out to local places, such as Pennywell Farm, Adbrook Farm and the local library. Children learn about their local community, including the local farming and lambing community.
- The managers and staff have made effective observations on the impact of the COVID-19 pandemic on the children. They have introduced more opportunities for physical play to help tackle any delays in physical development. In addition, they have introduced targeted support for children's social and emotional development. These programmes have been successful.
- Children with SEND are well supported. Staff are guided by an experienced and knowledgeable SEND coordinator. Appropriate referrals are made in good time and are effective. Children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The pre-school managers follow a thorough recruitment procedure and conduct appraisals and suitability checks every term to ensure children are safe. Staff inductions are rigorous, and staff feel well supported in their safeguarding training and support. Staff have access to good quality and targeted training. For example, they have improved their knowledge of the symptoms of domestic violence and the impact this has on children. Managers have created effective safeguarding arrangements and strong links with local safeguarding leads in the region. The setting makes appropriate referrals to other agencies when necessary.

## What does the setting need to do to improve?

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

- extend the most able children's learning and development further by providing more sufficiently challenging activities and targeted support, to enable children to make greater progress
- ensure the organisation of the learning environment creates a calm atmosphere

where concentration is possible at all times, giving children the opportunity to deeply engage in their work and play and sustain high levels of concentration.

## Setting details

<b>Unique reference number</b>	EY388394
<b>Local authority</b>	Devon
<b>Inspection number</b>	10235279
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Tiny Toes Pre-School Ltd
<b>Registered person unique reference number</b>	RP528733
<b>Telephone number</b>	07896 644259
<b>Date of previous inspection</b>	1 December 2016

## Information about this early years setting

Tiny Toes Pre-School Ltd registered in 2008. The pre-school operates from the ground floor of Rydon Community Hall in Kingsteignton, near Newton Abbot, Devon. It opens from 9am to 3.30pm on Monday and 8.30am to 3.30pm on Wednesday, Thursday and Friday, during school term times. The pre-school receives funding to provide free early education for children aged two, three and four years. There is a team of seven qualified staff. Of these, the manager holds a level 5 early years qualification, five members of staff hold a level 3 early years qualification, and one member of staff is unqualified.

## Information about this inspection

### Inspector

Victoria Jones

## 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 inspector spoke with the practitioners and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector received feedback from parents during the inspection and took account of their views.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at relevant documentation and 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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