

# Inspection of Tilly's Preschool Limited

The David Weir Leisure Centre, Middleton Road, CARSHALTON, Surrey SM5 1SL

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Inspection date: 29 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

An effective key-person approach supports children to establish secure relationships with staff. Strong links with parents mean that children have secure and accurate starting points. Children have vast opportunities for physical development in the soft-play area. They confidently climb, slide and slither, and encourage their friends enthusiastically. There is access to an athletics track and a field as well as their own outdoor area. Children play in a water tray filled with toy spiders and a sand tray filled with jewels to ignite their curiosity.

Communication and language is an area that is a strength of the setting. Songs and rhymes are very much a part of the curriculum. Children choose their favourite songs from a song board and sing with actions. Behaviour management is consistent, and children respond well to the setting's golden rules, which are displayed in the room. Most children behave very well throughout the session and know the routines of the nursery. Special care is taken with children who come into the setting with English as an additional language and, as a result, they achieve the best possible outcomes. Staff ask children questions which encourage them to think on their own. Children are excited and motivated to learn. A range of resources ensure that learning is differentiated for the individual needs of the children. Children's interests are at the heart of the curriculum.

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

- Leaders are thoughtful and reflective. They adapt policy and reflect on strengths and areas of development. Their practice is constantly evolving to ensure children are making progress.
- Parents provide positive feedback about the setting, especially the key-person approach. As a result, children have settled into the setting with ease.
- The skilled staff identify any early developmental delays and discuss these with the parents. Provision for children with special educational needs and/or disabilities is sound and all staff are aware of children's next steps. These are well documented, and effective assessments ensure that children make progress.
- Transition periods, such as settling in and starting school, are given high priority by staff and this is valued by parents. Parents also feel supported by the setting when potty training their children and liaising with outside agencies.
- Staff training needs are reflective and centred on the needs of the children in the nursery. Inset days provide valuable time for the staff to come together for professional development.
- The nursery is well organised and a range of documentation is utilised effectively. Visiting cover staff from other Tilly's settings can step in, minimising any disruption to the children, using the same systems.

- Children learn vital life skills, such as putting on their own shoes and cutting their fruit for snack time. Staff discuss the importance of healthy eating with the children, and the setting is working towards an award for teaching children about having a healthy lifestyle. The nursery informs parents about healthy packed lunches and parents support the ethos of the nursery.
- Leaders work closely with other professionals involved in childcare, such as speech and language therapists and the local council. They act as the link between parents, children and outside agencies.
- Children learn mathematical concepts at every opportunity. When children take off their shoes, a discussion begins about the different patterns on the children's socks.
- Themes and topics are used to teach children about the world around them. For example, children use small-world houses and people to talk about where they live and who lives in their house.
- Children are empathetic and show care for each other. During drop-off time, an older child shows care for a younger child who was sad to leave his mum. The younger children are learning to share toys and activities. However, at times, the needs of the younger children are not well managed during group activities, so that older children can concentrate without interruptions.
- Staff feel supported by the leaders and value regular supervision sessions. Staff comment on the approachable nature of the manager.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have a secure understanding of their role in keeping children safe. They have strong links with the local council. Safeguarding knowledge is good. Policies and procedures are robust and evident in practice. Staff have a good understanding of how to identify characteristics of abuse and how to report it. They also understand the procedure to follow if they are concerned about the conduct of a member of staff. Although the wider premises are used by the public, leaders ensure strict safety practices are in place. This includes keeping doors to the self-contained nursery locked and children wearing high-visibility jackets when they leave the nursery to use the additional facilities.

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

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

- ensure that the learning of the oldest members of the group is not hindered by the youngest children.

## Setting details

<b>Unique reference number</b>	EY489457
<b>Local authority</b>	Sutton
<b>Inspection number</b>	10236664
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Tilly's Preschool Limited
<b>Registered person unique reference number</b>	RP902455
<b>Telephone number</b>	07786644073
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

Tilly's Preschool Limited registered in 2015 and is situated in the David Weir Leisure Centre in Carshalton, Surrey. It is open on Monday to Friday, from 8am until 2.30pm, during term time only. There are six members of staff. Of these, three hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The provider holds a qualification at level 6. The pre-school receives funding for the provision of free early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Leanne Bnidar

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the nominated individual and the manager about the leadership and management of the setting.
- 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 communication and language activity with the nominated individual.
- The inspector spoke to several parents 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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