

# Inspection of Tillys Preschool Limited

48 Mollison Drive, Wallington SM6 9BY

---

Inspection date: 11 October 2022

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|  |      |
|--|------|
| Overall effectiveness at previous inspection | Good |
|--|------|

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

### **The provision is good**

Children enter happily and are eager to explore and play at the setting. They are greeted at the door by the friendly staff. Children have positive relationships with adults and peers and feel secure. Children of all ages can play together. Staff are skilful in setting up the environment, and they provide appealing resources for the children. Children have opportunities to explore and make choices in their play. For instance, when children become immersed while pretending to cook, they help themselves to 'pizzas' in the role play kitchen.

Children are keen to play outside. They enjoy playing on the climbing equipment, listening to aeroplanes overhead and exploring sand. Children participate in circle time at different points of the day. They have a clear understanding of their routines. They concentrate well during circle time. For example, after reading a story with an adult, children excitedly vote for their favourite song to sing together. Staff provide a curriculum tailored to the children's interests and individual needs. There are high expectations for all children. For children with special educational needs and/or disabilities (SEND), staff have specific targets in place to support each child, and they work closely with multiple agencies. Staff know the families well and go out of their way to support them when needed.

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

- Leaders are passionate about the setting. They have high expectations to provide high-quality learning for all. They continually evaluate the resources and experiences for the children. For example, they add question cards to support staff in extending and building on children's language skills.
- Staff model positive behaviours and are respectful and kind to one another. This helps children to behave well, listen carefully and work well together. For example, children help one another to find different resources when playing in the role play kitchen.
- Staff support children to be independent. Children learn to manage their self-care needs on their own. They support families with potty training. Staff use a timer, to help remind children to go to the toilet. Parents feel very happy with the support staff provide for their children.
- Children are supported to be resilient learners. For example, toddlers are challenged to make marks and to practise drawing straight lines. Older children are further challenged to write simple letters in their names.
- The special educational needs coordinator uses her knowledge to support children with SEND well. She regularly liaises with external agencies to coordinate targeted support and resources for children with SEND. On occasion, staff do not recognise how they can fully support children who speak English as an additional language (EAL) to express their wants and needs.

- Parents are very happy with the service they receive and feel supported. However, the setting needs to continue building on communications with parents, to support them to be more involved in their children's learning.
- Children understand their routine. They engage in a circle time, and staff demonstrate high levels of communication and language opportunities, asking appropriate questions, recalling the story and pausing frequently. This allows for the children to further develop their speaking and listening skills.
- Staff engage the children well. They understand the children's interests and follow their lead. For example, when in the garden, the children were captivated by some autumn leaves on the ground. Staff seized on this learning opportunity to teach children about the season, discussing why it happens and what they can do with the leaves.
- Leadership and management have a good understanding of how to support staff through various training and meetings. Staff feel valued and benefit from regular supervision meetings. Leaders identify areas of improvement and use the funding effectively.
- Generally, staff demonstrate high levels of communication and language opportunities for children. They use pauses, ask appropriate questions and recall stories, allowing children to develop their speaking, listening and comprehension skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge, and they are able to identify the different signs and symptoms of abuse. Staff are alert to wider safeguarding issues, such as female genital mutilation. When staff have concerns about a child, they act swiftly and record and monitor appropriately. Staff are clear about what to do if they have a concern of this nature. Staff understand their whistle-blowing responsibilities and are confident to report any concerns about a colleague. The premises are securely maintained and kept free from hazards. The manager ensures ongoing suitability checks are completed to ensure staff are suitable to fulfil their roles.

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

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

- strengthen teaching to provide more support for children who speak EAL by understanding the needs of all children who speak EAL and using a range of tools to support them through the curriculum
- work more closely with parents to provide further information about children's learning and daily activities.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY478330  |
| <b>Local authority</b>                             | Sutton  |
| <b>Inspection number</b>                           | 10236375  |
| <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 5  |
| <b>Total number of places</b>                      | 50  |
| <b>Number of children on roll</b>                  | 53  |
| <b>Name of registered person</b>                   | Tilly's Preschool Limited   |
| <b>Registered person unique reference number</b>   | RP902455  |
| <b>Telephone number</b>                            | 07740074007   |
| <b>Date of previous inspection</b>                 | 2 November 2016   |

## Information about this early years setting

Tilly's Preschool Limited registered in 2014. It operates in Wallington, in the London Borough of Sutton. The pre-school is open each weekday, between 9.15am and 3.30pm, during term time. The setting employs 10 members of staff, nine of whom hold appropriate early years qualifications. Of these, one member of staff holds a qualification at level 6. The pre-school receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Tania Poulton

## 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 and 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 inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022