

# Inspection of Tots Teachers Preschool

## 3

Weir View Hut, River Walk, Tonbridge, Kent TN9 1EP

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Inspection date: 1 November 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	Not applicable

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

### **The provision is good**

Children are happy and confident as they explore their surroundings. They benefit from a secure key-person system and enjoy the time they spend with their key person. For example, children take pleasure in listening to and talking about stories, such as the 'Three Little Pigs'. As a result of these secure relationships, children feel safe and comfortable.

Children behave well and are developing positive relationships with one another. There are high expectations for all children as they are regularly encouraged to engage in positive play. For example, they focus on helping each other as they work together to connect pieces of a train track. Children also enjoy taking part in group activities, such as singing and dancing. These opportunities create positive experiences for children, supporting their emotional well-being.

Children display a strong understanding of the routines and expectations. They have an embedded routine and, as a result, children know what is happening now and what will happen next. For example, children prepare themselves for mealtimes by washing their hands and collecting their lunch boxes before sitting at the table. This helps children to feel comfortable as they transition, and prepares them for the routines of school.

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

- Staff know the children very well. They talk confidently about children's development and their individual interests. Staff use this knowledge to create activities and experiences for children, reflecting the seven areas of learning. However, at times, staff are not consistent in extending children's learning as opportunities arise. This means children are not always supported in building on their existing knowledge.
- Staff support children in regulating their behaviour. They use positive behaviour techniques and repeat requests to embed children's understanding, such as 'remember to use your kind hands' and 'walking feet inside'. Staff act as good role models as they share toys and play with a gentle manner. This helps to reinforce these expectations, encouraging children to make good choices and creating a positive and respectful culture.
- Staff actively promote children's independence. They encourage children to manage their own self-care needs. For example, they hang up their bags and put on their coats. As a result of this, children build their self-esteem as they achieve tasks by themselves. These skills prepare children for their next stage in education.
- Staff encourage children to be physically active. They recognise the impact the COVID-19 pandemic has had on children's opportunities to exercise. Children

have free-flow access to their outside space and have many opportunities to run, balance and climb within their environment. This allows children to develop their gross motor skills and core strength.

- Staff enhance children's awareness of the local community. They go on regular outings to parks and the library. As a result of this, children learn about how to keep themselves safe as they cross the road. However, children do not have the same opportunities to learn about the diversity of the wider world during child-led play. Therefore, children are not able to develop a deep understanding of different cultures and beliefs.
- Partnerships with parents are good. Parents comment on how happy their children are as they collect them and the positive relationships they have with all staff. The setting communicates with parents regularly and uses a variety of online platforms to share information. Parents say they feel well-informed about their child's daily activities.
- The manager works closely with other professionals, such as health visitors and specialist teachers to put into place targeted support for any children who may have additional needs or special educational needs and/or disabilities (SEND). She uses additional funding to provide new experiences for children with SEND. For example, they have recently introduced a cosy den as a quiet space. This allows children to take time away from the busier areas in the room, supporting them in managing their own feelings.
- The manager is creative and motivated. She is reflective and evaluative and strives to make continuous improvements within the setting. The manager has good relationships with her staff team. For example, she consistently offers support and uses observations and supervisions effectively to identify individual strengths within her team. This shows her passion and commitment to being a leader and providing high-quality care and education. The manager is well supported by her senior team.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the potential risks to children. Staff have up-to-date safeguarding training, which they complete annually. They are aware of the possible signs and symptoms of abuse, including the 'Prevent' duty, female genital mutilation and county lines. They understand their legal duty to keep children safe and know what to do if they have concerns about a child. The manager completes risk assessments and checks to ensure environments are suitable for children to use. She also talks about teaching and encouraging children to understand how to take appropriate risks during their play.

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

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

- strengthen staff's teaching skills to enable them to consistently extend children's knowledge and skills further
- provide more opportunities for children to develop their awareness and understanding of the diverse world we live in.

## Setting details

<b>Unique reference number</b>	2595658
<b>Local authority</b>	Kent
<b>Inspection number</b>	10251383
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	32
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Totsteachers Limited
<b>Registered person unique reference number</b>	2503956
<b>Telephone number</b>	07710044190
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tots Teachers Preschool 3 registered in 2020 and is located in Tonbridge. This setting is linked to two other Tots Teachers settings in Sevenoaks and Westerham. The setting is open from 9am to 3pm, Monday to Friday, term time only. The setting employs nine members of staff. Of these, six hold relevant qualifications ranging from level 2 to level 5. The setting is in receipt of free early education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Jasmine Nelson

## 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 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the 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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