

Inspection of Tiny Feet preschool

Southend Hall, Southend Road, Eastham, London E6 2AA

Inspection date: 13 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely well cared for in this secure and welcoming nursery. They arrive eager and enthusiastic to start their day. Children demonstrate their confidence and understanding as they follow the daily routines. For example, they happily stretch their bodies and jump on the spot when they come together for carpet time. Children understand that they are 'warming up' before they sing the 'hello' song to each other. They have incredibly strong bonds with staff, and this helps them to feel safe. For instance, children walk over to staff for a cuddle or a chat, which staff respond to with genuine joy and care. This contributes to the warm and nurturing atmosphere felt throughout the nursery.

Children behave very well. They demonstrate a strong understanding of how to share and be kind to their friends. For instance, during a creative activity using dough, children gently ask their friends if they can borrow some dough instead of just taking it. Parents comment on their children's excellent manners since starting at the nursery. Children who speak English as an additional language are supported exceptionally well. Their home languages and cultures are celebrated throughout the nursery. Staff use real life objects, visual aids and key words to help children feel understood and to help them express themselves. Children have many opportunities to learn about and spend time in their local community. For example, they go on regular outings to the local park, library and supermarket.

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

- Children demonstrate a strong understanding of healthy lifestyles. During snack time, staff and children discuss the foods that are good for their teeth and foods that are not. They show great joy as they ride scooters outside, demonstrating their physical coordination as they do so.
- Children confidently develop their independence and self-care skills. They independently select toys they want to play with and take the lead in this. During routine activities, such as snack, children enjoy pouring their own drinks and choosing which fruit to eat. Children persevere if they struggle to do something straight away. For example, children take their time to carefully take the lid of their yogurt pot, proudly declaring that they did it on their own.
- Staff place a big emphasis on supporting children's communication. Children are strong communicators and confident to share their ideas and offer suggestions. For example, children tell staff that 'frogs live in a pond' when they explore the soft toys. Children show a keen interest in songs. Children who are still settling in quickly join in with the carpet time activity when staff start to sing.
- Staff work as a team to plan exciting activities that are based on children's interests and needs. For example, children enjoy using paints and real vegetables to create vegetable prints. They listen to the story 'Handa's Surprise'

and use real fruits and clothes to act the story out as a group. Staff are passionate during planned group activities, and overall children enjoy participating. However, staff do not consistently organise activities to avoid them becoming too crowded and rushed. This leads to some children losing interest more quickly and not getting the best possible learning opportunities.

- The manager and deputy make a strong team. They conduct regular supervision sessions with staff and use these meetings to arrange targeted professional development opportunities for individual staff. Together, they reflect on practice and make changes where necessary. Staff work as a team to plan the curriculum, which contributes to staff feeling empowered and respected.
- Overall, staff have a good understanding of what their key children need to learn next and how to plan activities based around these intentions. However, during some group activities, the learning intent is too broad, which makes it harder for staff to assess what children have learned.
- Staff observe and monitor children's development closely. They swiftly identify children who are making less-than-expected progress in their learning. Children with special educational needs and/or disabilities (SEND) are well supported. Staff work with external professionals to support children with SEND, who provide them with advice and guidance.
- Parents speak extremely highly of the care provided. They comment on how well their children's language and communication skills have developed. Parents feel that staff offer a great deal of support to them, particularly with toilet training and the emotional needs of their children. They value the detailed verbal updates about what their child has been learning each day.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. Staff know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. For instance, staff take part in safeguarding scenarios during team meetings. This ensures that their child protection knowledge and understanding is up to date. The recruitment and induction of staff is thorough.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities to allow children more opportunities to participate fully in order to maximise their learning opportunities
- build on staff's knowledge of curriculum intent so they are clear about the skills and knowledge they want children to gain from all experiences.

Setting details

Unique reference number	2604628
Local authority	Newham
Inspection number	10251655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	23
Name of registered person	Tiny Feet Pre-School Committee
Registered person unique reference number	RP905672
Telephone number	020 88210102
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Feet preschool registered in 2020. It is located in the London Borough of Newham. The nursery is open during term time, from 9am to 3.30pm, Monday to Friday. It provides funded early education for children aged two, three and four years. The nursery employs five members of staff, of whom one holds a relevant qualification at level 6, three hold qualifications at level 5 and one at level 3.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 on children's learning.
- The inspector carried out a joint observation of a group activity with the manager. Children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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