

# Inspection of Planet Tiny Preschool

Moravian Church, Priory Road, LONDON N8 7HR

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Inspection date:

28 March 2023

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## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

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

### The provision is outstanding

Children thrive in this setting. They have many meaningful opportunities and experiences to practise what they learn. Children quickly master skills they need for the next stages in their learning. For example, they pretend to be geologists and wash rocks they have found on their nature trail. Children learn about different patterns, as they use small hammers use magnifying glasses and to look more closely at the geodes. They compare size and colour of amethysts and agate pieces. Children record their findings using paper and pens to draw or make marks. This helps them to make learning meaningful, relevant, and memorable.

Staff follow children's curiosity and children's lead, to maximise their learning. For instance, children's imaginary experiences are superb. They make shopping lists before they go to their role play shop. Staff skilfully ask children what ingredients they will need to make pies and soup. Children explain each ingredients they will need to make tomato soup. Staff provide knives and chopping boards for them to practise carefully cutting vegetables to add to their soup. Children have an exceptional knowledge of how to keep themselves safe. They independently risk assess during learning opportunities.

Staff have the highest expectations for all children. Children's behaviour is exemplary. They are very clear about the rules and boundaries in the nursery. Children feel highly valued, as the nursery is filled with displays of their work that celebrates their achievements. Children beam with pride as they can choose to make their own art displays, using digital cameras.

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

- The leadership team is inspirational. The manager and her team are passionate, dedicated and committed in their drive to continuously improve the setting. The manager has a detailed knowledge of the skills and strengths across the team and considers these carefully when deploying staff. A high emphasis is placed on staff's well-being. Staff benefit from regular meetings to support their practice, and they continuously reflect and disseminate information from their training sessions. Incisive self-evaluation is highly effective.
- Partnerships with parents are exceptional. Parents are very eager to share highly positive feedback about the nursery. They describe staff as 'amazing' and say that they 'truly care' about their children. Parents receive a wealth of information and attend workshops, where they learn about the benefits of child development and play. This inspires parents to support their children's learning at home.
- Staff are excellent role models. Children develop and understand their emotions effectively. Staff deeply care for each child and model kindness. Furthermore, this is extended to children developing a deep understanding of the needs of

others. For instance, children regularly visit a community residential care home. They sing songs with the residents and do group activities with them. This means children without extended families can experience having older adults in their lives and learn how to interact with other generations.

- Staff have exceptional knowledge of child development, and the skills children need for future learning. They know their key children exceptionally well. Staff continuously assess what children know and can do, planning precisely for their next steps in learning.
- Staff support children to develop superb communication skills. They provide a language-rich environment where communication is paramount. For instance, while children draw self-portraits of themselves, they learn about their own features. Using photographs and mirrors, children explain the different parts of their bodies and use complex words like 'nostrils', 'scalp' and 'line of symmetry'. Staff ask children thought-provoking questions and encourage them to be inquisitive problem-solvers. Children develop superb resilience and strong thinking skills.
- Children's personal development is superbly promoted. For instance, they are encouraged to volunteer for special responsibilities and assigned roles for the day, such as monitor of the day and star of the week. Children understand and adopt a high level of care and consideration for the nursery, their friends, and the world around them.
- There is superb support for children's physical development. Children regularly access the outdoor garden. They run, build dens, jump in puddles and take part in physical education sessions run by visiting sports specialists. Children relish outdoor play. For instance, they sit and chat with friends on wooden logs, and role play around the campfire, savouring real marshmallows. Furthermore, staff support children to gain a deeper understanding of their bodies work. For example, children identify 'ribcage' and 'skull' as they name parts of the skeleton. They thrive and fully immerse themselves in their own learning.

## Safeguarding

The arrangements for safeguarding are effective.

Children are exceptionally well protected because the leadership team implements comprehensive safeguarding procedures. Rigorous recruitment procedures, staff induction and supervision processes help to ensure that staff are suitable. All staff have undertaken safeguarding training. They have a superior knowledge of the possible signs of abuse and are very confident of the reporting procedures. Leaders ensure that staff keep their safeguarding knowledge up to date. For example, the manager regularly gives staff safeguarding scenarios, and staff discuss safeguarding updates regularly. All staff have an exemplary understanding of safeguarding, including the 'Prevent' duty legislation, female genital mutilation and county lines.

## Setting details

<b>Unique reference number</b>	2688428
<b>Local authority</b>	Haringey
<b>Inspection number</b>	10282790
<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>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Planet Tiny Limited
<b>Registered person unique reference number</b>	RP530274
<b>Telephone number</b>	02083488222
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Planet Tiny Preschool re-registered in 2020. It operates from Hornsey, in the London Borough of Haringey. The nursery opens Monday to Friday. Sessions are from 8am until 6pm, for 51 weeks of the year. The nursery provides funded early education for three- and four-year-old children. There are 10 members of staff, all of whom hold appropriate early years qualifications from level 6 to level 3.

## Information about this inspection

### Inspector

Anahita Aderianwalla

## 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with 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 that this has on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents to gather their views.

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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