

Inspection of Tiny Toes Pre-School Ltd

The Community Hall, Rydon Road, Kingsteignton, Newton Abbot, Devon TQ12 3QG

Inspection date: 3 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children are very happy and enjoy strong attachments with all staff. They settle quickly on arrival. All children are kind to one another. They forge close friendships and work together on tasks. Pre-school children decide what they want to do and make a pathway out of wooden blocks. They help each other and say: 'Now this is easy'. This strengthens their relationships and makes them feel more secure.

Toddlers and pre-school children learn independence skills. They play with flour and large shells, dusting off the flour from the shells with small brushes, and this goes on the floor. They ask to clear up the flour. Staff direct them to where the dustpans and brushes are. They show the toddlers and pre-school children how to clean up the flour. Children feel proud of their efforts. This boosts their self-esteem.

There is an ambitious curriculum in place. Staff meet regularly to discuss children's development. They plan learning experiences for children based on their interests. Children are curious to learn about insects. Staff set up a rockery outside for children to explore. They find spiders and eagerly show their friends. Children broaden their knowledge and understanding of the natural world.

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

- Staff support children with special educational needs and/or disabilities (SEND) very effectively. They use visual timetables to help children know and understand what is happening now and what is coming next. Staff work closely with outside professionals and parents to help children achieve their next steps of development. All children with SEND make progress.
- Staff help pre-school children find solutions to problems. After the flour and shell-brushing activity, pre-school children say they have flour in their hair and on their clothes. Staff ask these children: 'What could you do to get it off?' Pre-school children decide they could go outside and 'wobble' to get it off.
- All children learn about numbers during play and at snack time. Toddlers practise posting shapes through a box, and staff count alongside them. This reinforces their knowledge of numbers. Pre-school children look at a menu during snack time. They look at the numbers on the menu and choose the corresponding pieces of fruit. Pre-school children begin to recognise the number digits.
- Toddlers love to sing and listen to storybooks. Staff encourage pre-school children to talk about what may happen next in a story. However, at times, staff do not use strategies to promote pre-school children's communication and language skills effectively. For example, during group activities, staff do not always give pre-school children enough time to respond to a question.

- Staff nurture all children's personal, social and emotional development. However, some pre-school children lack the confidence to engage in activities unless they have an adult with them. For example, some pre-school children will only remain on task making insects out of dough or digging soil outside while staff are with them. Staff do not always empower children to have the confidence to engage in sustained and meaningful play independently.
- Toddlers and pre-school children make good progress in their physical development. Toddlers go up a climbing frame, walk along crates and jump off. They build on their core strength. Pre-school children roll back and forth on large balls and improve their balancing skills.
- Staff prepare pre-school children for transitioning to school effectively. They provide school uniform clothing as part of the dressing-up options in the role-play area. Pre-school children choose to put school shirts and dresses on. They become familiar with school uniforms and feel excited about going to school.
- Partnerships with parents are strong. Managers are proactive in seeking parent feedback. They send out questionnaires to help them reflect on their practice. Managers provide 'open mornings' for existing family members and prospective parents, where they can visit the setting. Parents are exceptionally happy. They highly value the regular updates on their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the signs and symptoms of abuse or neglect that may suggest a child is at risk. They follow procedures in line with local safeguarding partners. Staff know how to report and document safeguarding concerns to help keep children safe. They record children's accidents and share these with parents. Staff teach children how to handle resources safely. Toddlers and pre-school children place elastic bands on a peg board and stretch them. Staff ask them: 'What will happen if we pull it back and let it go?'. Toddlers and pre-school children talk about what may happen and understand this may hurt their friends.

What does the setting need to do to improve?

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

- improve staff communication and language strategies used with pre-school children, to develop their early communication skills more effectively
- strengthen pre-school children's confidence to engage in sustained and meaningful play independently, to better prepare them for future learning.

Setting details

Unique reference number	EY388394
Local authority	Devon
Inspection number	10287159
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	31
Name of registered person	Tiny Toes Pre-School Ltd
Registered person unique reference number	RP528733
Telephone number	07896 644259
Date of previous inspection	26 September 2022

Information about this early years setting

Tiny Toes Pre-School Ltd registered in 2008. The pre-school operates from the ground floor of Rydon Community Hall in Kingsteignton, near Newton Abbot, Devon. It opens from 9am to 3.30pm on Monday and 8.30am to 3.30pm on Wednesday, Thursday and Friday, during school term times. The pre-school receives funding to provide free early education for children aged two, three and four years. There is a team of six staff. Of these, the manager holds a level 5 early years qualification, four members of staff hold a level 3 early years qualification and one member of staff is unqualified.

Information about this inspection

Inspector

Jemma Honey

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with a manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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