

Inspection of Tiny Toez Pre-School @ Hunter House

Ground Floor Resource Centre, Hunter House, Hazel Grove, FELTHAM, Middlesex TW13 4DN

Inspection date: 28 June 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 | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted as they arrive at the nursery. They confidently peg their own clothing on hooks and self-register, eager to explore. Children's emotional needs are supported by staff who are attentive and caring. Children who are still settling in are reassured and actively seek staff for cuddles. This helps children to feel secure and safe.

Children access a range of resources independently. They learn to concentrate and focus as they play alongside their peers. For example, they become engrossed for long periods of time in the creative area. They mix paints and use resources to paint while observing the effects of the colours changing. Staff encourage children to develop their physical skills and manage their own risks. Children practise how to climb steps and excitedly slide down the climbing frame as staff praise their efforts. This helps develop children's sense of self and confidence in their own abilities.

Children behave very well, knowing that staff are nearby to support them if required. Staff use praise and encouragement to promote the children's behaviour. As a result, children listen well to staff and develop an understanding of others and positive social interactions.

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

- Leaders plan a curriculum that helps children make good progress in their learning. Activities are adapted to ensure the individual learning needs of children are met. This helps children prepare for their next stage of learning. For example, children learn how to develop their independence as they prepare snack, using utensils to cut fruit and pour their own drinks of water.
- Children learn about the diverse world in which we live. They develop their personal and social skills successfully. Children learn to cooperate with their peers and adults from different backgrounds and cultures. All children take part in different cultural activities, such as painting banners for Eid. However, opportunities for children to play and speak in their home language are not fully embedded in the everyday practice of staff consistently.
- Staff give children the opportunity to develop their communication and language skills. They model language and use clear instructions for children to follow. Staff introduce children to new vocabulary and consolidate the meaning of words through play. During lunch, staff encourage children to extend their vocabulary by naming actions and describing textures, for example 'chop', 'chewy' and 'crunchy'. However, at times, adults do not give children enough time to process what has been said before asking children further questions.
- Children are supported to develop their awareness of healthy practices and

lifestyles. Children confidently wash their hands before meals and practise good oral health routines with the support of staff.

- Mathematical language is used in everyday activities to embed children's knowledge and understanding. For example, staff encourage children to count as they read stories, using their fingers to provide a visual prompt for children.
- Staff's good understanding of children enables them to identify any potential needs. Staff cater well for children with special educational needs and/or disabilities. Additional funding is used to provide children with opportunities to extend their learning experience. For instance, all children are able to access additional sports sessions to help develop their physical skills.
- Managers and leaders work hard to review and develop the quality of the provision. They reflect upon the needs of the children and families who attend the setting and strive to offer support beyond the nursery. Families can access resources such as clothing swaps and food items to support their children at home.
- Parents speak highly of the nursery. They praise staff for establishing positive relationships with children and clearly discuss the progress their children have made since starting at the nursery.
- Staff enjoy working at the nursery and feel a strong connection to the children and families. They feel supported by leaders in developing their knowledge and skills, actively taking part in further training.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust recruitment processes in place to ensure only suitable people work directly with children. Staff have a good understanding of their safeguarding roles. They know the signs and symptoms of when a child may be at risk of harm and are confident in the procedures to follow in reporting concerns. Leaders ensure that all staff take part in safeguarding training, using online training sessions, inductions and staff meetings. Leaders know the children and families well and work closely with a range of agencies. This means that children and families are appropriately supported.

What does the setting need to do to improve?

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

- further extend staff in their teaching techniques to strengthen opportunities for children to develop their communication and language skills
- broaden opportunities for children to value and share their backgrounds and cultures.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY468353 |
| Local authority | Hounslow |
| Inspection number | 10289538 |
| 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 | 58 |
| Number of children on roll | 93 |
| Name of registered person | Tiny Toez Pre-School Ltd |
| Registered person unique reference number | RP903057 |
| Telephone number | 07914 767422 |
| Date of previous inspection | 28 November 2017 |

Information about this early years setting

Tiny Toez Pre-School @ Hunter House registered in 2013 and is located in Feltham, Hounslow. The setting employs seven members of staff. Of these, six hold appropriate qualifications at level 2 to level 6. The manager holds a level 3 qualification. The nursery opens Monday to Friday during school term time only. Sessions are from 8am to 4pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Megan McClellan

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 inspector spoke to a selection of parents and took their views into consideration.
- The inspector sampled a range of documents which included records of staff's suitability, staff qualifications and first-aid certificates.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with staff and children at appropriate times throughout the inspection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023