

Report for childcare on domestic premises

Inspection date: 14 December 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 benefit greatly from the wide range of experiences and outings that the staff provide in the local community. They eagerly put on their wellington boots and waterproof suits ready for their next outdoor adventure. Children develop their physical strength and gross motor skills as they climb up and down hills and mounds. Staff interact with children playfully, running down the hills with them. Children giggle with delight and happiness. Staff ensure that the children understand the rules that help to keep them safe. For instance, they teach the children to keep safe near roads, encouraging children to listen and check both ways before crossing.

Children flourish in this nurturing environment. They form close relationships with the caring staff team. This helps children to settle quickly when leaving parents and carers. Staff have organised the provision to allow children to freely explore and make choices. As a result, children independently choose the toys and resources they wish to play with. Children spend time focused and engaged. They particularly enjoy small-group activities with their key person. For instance, they use tweezers to pick up pom-poms, helping to develop the small muscles in their hands.

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

- Staff plan a broad curriculum that is focused on children developing life skills to prepare them for the next stage in their education. This includes children becoming independent and forming friendships with their peers. Staff maximise opportunities for children to carry out tasks independently, such as dressing. Children beam with pride when they achieve a task on their own.
- Parents are very complimentary about the staff and nursery setting. They praise the range of activities available and state that they 'couldn't be happier' with the care of their children. Staff have created strong partnerships with parents. They welcome them into the setting regularly and provide ongoing feedback about children's learning and development.
- Staff plan activities based on children's interests. They encourage children to share their ideas of activities they would like to engage in at the setting. This provides children with the opportunity to express their thoughts and know that they are valued. However, on occasion, the outcomes for creative activities are too adult-directed. This limits opportunities for children to develop their creativity and ideas.
- Staff find out about children's previous experiences when they join the setting. They aim to give children a broad variety of trips and visits. For example, they recently visited the local garden centre to see the Christmas lights as part of their current theme. Staff regularly take children to the library, local parks and on trips by bus and train. These opportunities help to build children's social

skills.

- The manager provides good support to the staff team through regular individual meetings. She ensures she meets with staff regularly and prioritises their well-being. Staff speak positively about their roles and enjoy working at the nursery. The manager supports staff to complete relevant qualifications in early years. However, opportunities for ongoing professional development are not precisely targeted to help staff develop their skills and knowledge to the highest level.
- Staff provide the children with healthy, balanced meals and snacks. For example, at snack time, they select from a variety of fruit. Children demonstrate good manners during mealtimes, taking it in turns to pass the fruit to each other. Staff ensure that children spend time in the fresh air every day. This helps them to promote their health and well-being.
- Staff promote children's language and communication effectively. They talk to children clearly and promote conversation. Children enjoy singing familiar rhymes. They copy the actions enthusiastically. Younger children learn new words rapidly and are keen to communicate. Children love to share the photos within their 'home book' with their peers and staff.
- Children build meaningful relationships with their peers. They play cooperatively with each other and share resources well. Children have a positive attitude to learning. They take responsibility in caring for the environment. For example, they quickly remind their friends that it is time to tidy up when the tidy-up song plays.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that the staff team understands its role and responsibility to help keep children safe. Staff confidently identify signs and symptoms of risk. They fully understand the procedures they need to follow should they have concerns about a child's welfare. The manager monitors the ongoing suitability of the staff team. She completes the required checks for new staff starting at the setting. Staff ensure that there are good hygiene practices in place to help prevent the spread of infection.

What does the setting need to do to improve?

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

- develop teaching to enable children to develop their own thoughts, ideas and creativity skills further
- focus professional development opportunities more precisely to continually improve the quality of the curriculum provided.

Setting details

Unique reference number	EY388826
Local authority	Surrey
Inspection number	10305060
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	22
Number of children on roll	20
Registered person unique reference number	RP510935
Date of previous inspection	9 February 2018

Information about this early years setting

Little Tinkers registered as a childcare setting in 2011. It operates from a house in a residential area of Walton-On-Thames, in Hersham, Surrey. The setting is open each weekday, from 8am to 6pm, throughout the year, closing only for bank holidays and for one week between Christmas and New Year. There are eight members of staff working at the setting, five of whom have appropriate early years qualifications. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Jade Orosz

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 and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing during their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector joined the staff and children on an outing within the local community.

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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