

Inspection of Templegate Tiny Tots Pre School

Whitkirk Primary School, Templegate Walk, LEEDS LS15 0EU

Inspection date: 22 May 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The quality of education provided by the pre-school is excellent. Experienced practitioners are skilled and knowledgeable at meeting the needs of all children who attend. Children with special educational needs and/or disabilities in particular, make superb progress. Children experience a wide range of exciting, fun and innovative activities through a superbly ambitious curriculum. The team have created a purposeful and challenging environment that supports children's emotional well-being as well as their learning. For example, children attend forest school on a regular basis. They embrace the natural world, learn to care for their environment and creatures with whom they share the area. Children enjoy music sessions, learning new songs and developing an understanding of rhyme and rhythm. Children are active learners. They experience the life cycles of ducks and butterflies first hand and learn new techniques used by different artists. They create their own artwork using materials, such as charcoal and photographs.

Practitioners have high expectations of children and communicate this in a clear, sensitive and consistent manner. Children demonstrate superb behaviour. They listen to instructions, follow boundaries, are independent, active, capable and enthusiastic learners who thrive in this nurturing pre-school. Children develop a positive attitude to learning, having the freedom and autonomy over where to explore and with which resources. Through careful questioning, practitioners help children to think and learn about different concepts, supporting them to test out their ideas.

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

- The quality of education is excellent. Assessment and tracking is implemented by staff to the highest standard and gaps in individual children's learning are supported through tailored interventions. This helps all children make superb progress.
- The manager and staff continue to strive for excellence. Practitioners complete high-quality training around communication and language skills, delivered as a whole-team approach. Practitioners themselves demonstrate excellent communication skills, increasing children's vocabulary at every opportunity. Children develop a love of reading and learn about topics that interest them, such as space.
- Children's safety is of paramount importance. Practitioners understand how to keep the environment safe for the children and help them recognise danger for themselves. When crossing a car park to access forest school, children stop, listen and look for any moving vehicles. They do so with little prompt from practitioners as it is embedded in their routine.
- The manager nurtures her staff team, aware of the importance of monitoring

and supporting their well-being. Practitioners feel valued and cared for, confident to share any concerns they have about a positive work-life balance.

- Children are well supported to move into the pre-school through home visits before joining, as well as arranging a shared communication process for any receiving schools when they move on. This helps to provide a seamless move into and then onwards from the pre-school. It means that important information about individual children is shared, helping them to settle quickly.
- Practitioners communicate very well with each other and have developed a highly reflective practice. Parents and children are asked about their thoughts on the pre-school and how this can be improved. For example, parents fed back about timings of stay-and-play sessions and the manager amended the process following feedback to improve attendance. This constant analysis and drive for excellence is evident in all areas.
- Parents feel that celebrating diversity and being an inclusive pre-school is truly embedded into everything the manager and staff deliver. It is evident that this is an intrinsic part of their ethos and seamlessly incorporated into their daily activities.
- Parents talk with great pride and fondness about the pre-school. They give varied examples of the team giving ideas of how to support their child's learning at home. They feel lucky that their child has had the opportunity to be part of the pre-school and talk with great enthusiasm about how nurturing and caring the practitioners are to their children and themselves. Information about their child is shared through a variety of ways, which helps keep families up to date about any accidents or forthcoming events happening in the pre-school.
- The manager and staff implement various policies that promote children's health. These include a stringent lunch box policy, choosing fresh fruit for snack and being mindful of the impact sugar has on children's teeth.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY422610
Local authority	Leeds
Inspection number	10339278
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	25
Number of children on roll	42
Name of registered person	Templegate Tiny Tots
Registered person unique reference number	RP530407
Telephone number	07949893076
Date of previous inspection	9 July 2018

Information about this early years setting

Templegate Tiny Tots Pre School registered in 2011 and is located in Leeds. The pre-school employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one who holds early years teacher status. The pre-school opens from 9am until 3pm, Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Mumby

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 pre-school.
- 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 communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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