

Inspection of Tiny Thinkers Hampton Hill

100a High Street, HAMPTON, Middlesex TW12 2ST

Inspection date: 22 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff value each child highly and take great care to ensure that they settle well at the nursery. For instance, staff find out about how babies prefer to be comforted and follow this routine in the nursery. Children have close bonds with staff, who interact warmly with them. Staff have high expectations of children and manage their behaviour successfully. For example, they use praise to motivate children to behave in positive ways. Children behave well.

All children make good progress and gain useful skills in preparation for school. The curriculum is wide-ranging, with a strong emphasis on children's creative development. Staff introduce babies to different textures to explore, such as lemons and flowers floating in a water tray. Older children use interesting tools and materials, such as cotton buds, paint and corkscrews, to make delicate flower pictures. Children have good creative skills. Staff support children's physical development well. For example, they encourage children to climb over bridges and bounce on small trampolines. Children gain good physical skills.

Staff teach children early mathematical skills effectively. For instance, they support children to sort and match objects according to number and size. Children count securely and have good early mathematical skills. Staff teach children about difference, for instance, by celebrating and discussing significant events such as Hanukkah and Lunar New Year. Staff provide children with books, toys and resources that reflect different races and religions. Children gain a good understanding of diversity.

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

- Children have good communication, language and literacy skills. For instance, they talk about interesting items they select from a box during group time. Staff read stories to children and provide story props, such as puppets, which support children's participation well. Staff sing nursery rhymes and songs, which helps children to learn new words.
- Children gain good independence skills. For instance, younger children learn to feed themselves at mealtimes. Older children serve themselves and tidy away their used plates and cups after eating. Children learn to share and to take turns well, such as when playing board games.
- Staff work well with parents. They give them good opportunities to support children's learning at home. For instance, parents borrow books from the nursery to share with children at home to support their communication, language and literacy skills. Staff provide parents with regular updates on children's progress.
- The manager supports staff effectively. He provides regular opportunities for

staff to discuss their work in individual meetings and offers support where needed. The manager identifies opportunities for staff to improve their skills and knowledge. For instance, staff attend different courses, including a course on behaviour management, which has led to improvements in this area. The manager prioritises staff's well-being, for example, by ensuring that they have time out of the group rooms to plan activities for children.

- The manager has ambitious goals for the nursery and has a good understanding of the nursery's strengths and areas for development. For example, he plans to promote sustainability in the curriculum so that areas such as recycling are embedded in the curriculum and nursery practice.
- Staff regard children's safety with high importance. They carry out comprehensive risk assessments on activities and all parts of the nursery to reduce the risk of hazards. The manager performs comprehensive background checks on staff as part of the recruitment process to help ensure children's safety.
- Staff develop children's awareness of oral hygiene well. For instance, they read stories and discuss with children how to keep their teeth and gums healthy. Children brush their teeth after eating meals at the nursery.
- Staff help children to gain a good understanding of the world. For example, children collect eggs laid by the nursery's two domesticated hens in the garden. This helps children to learn where food comes from. Staff teach children how things grow, for instance, by planting bulbs in the garden with them.
- At times, children do not have time to finish their activities because of the daily routine, such as preparing for snack time. This interrupts their flow of learning as they play.
- The nursery cook freshly prepares a variety of meals and snacks, which are nutritious and meet children's special dietary needs. However, staff do not consistently embed children's learning about the value of eating well.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- give children time to finish their activities to support their flow of learning
- develop children's understanding of the value of eating well.

Setting details

Unique reference number	2672634
Local authority	Richmond Upon Thames
Inspection number	10339438
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	0 to 4
Total number of places	37
Number of children on roll	40
Name of registered person	Prates, Christiane De Souza
Registered person unique reference number	RP902912
Telephone number	02089415695
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Thinkers Hampton Hill registered in 2022. It is located in Hampton, in the London Borough of Richmond-upon-Thames. The nursery is open all year round, from 8am to 6pm, Monday to Friday, except for bank holidays. There are nine staff, five of whom hold appropriate early years qualifications. This includes the manager, who holds qualified teacher status, and one member of staff who holds a degree in early years education. The nursery accepts funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 the provider and has taken that into account in their evaluation of the nursery.
- The manager carried out a joint observation of a group activity with the inspector.
- The inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The inspector observed the interactions between staff and children and spoke with children, when appropriate.
- During the inspection, the inspector held a meeting with the manager and sampled some documentation.
- The inspector considered the views of staff and parents during 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.

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