

# Tiny Feet Pre-School

Tiny Feet, 15 Kingston Road, Taunton, TA2 7SA



## Inspection date

22 April 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider does not effectively ensure the suitability of new staff. For example, she does not always obtain references and identity checks, or record all the information about the vetting checks that she does carry out.
- The provider does not provide effective training to ensure that all staff have up-to-date knowledge of safeguarding issues. For example, staff do not have local safeguarding literature, including contact details for their local agencies, or an accurate policy to follow should they have any concerns.
- Staff do not always use daily routines well to support children to complete age-appropriate tasks to develop their sense of responsibility and independent skills further.
- Staff do not always extend children's mathematical skills fully during activities.

### It has the following strengths

- Staff plan exciting experiences across most areas of learning and build on children's interests and knowledge well. They assess individual children's and groups of children's progress effectively. 'Big Feet' group activities help older children gain key skills to prepare them for school. This supports children to make good progress from their starting points.
- Staff get to know the children well, helping them to form strong bonds and friendships. Staff organise themselves effectively to ensure children settle quickly. They work well with parents from the start, and regular contact with parents helps staff to meet children's learning and development needs successfully.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve systems to ensure that staff are suitable to fulfil the requirements of their roles</li> </ul>	20/05/2016
<ul style="list-style-type: none"> <li>■ ensure effective training for all staff so that they have up-to-date knowledge of the safeguarding policy and procedures to respond appropriately and promptly when required.</li> </ul>	20/05/2016

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

- engage children more in small tasks that they can do for themselves, to help them gain a sense of responsibility and develop their independent skills
- extend children's mathematical ideas and understanding further during their play and learning.

### Inspection activities

- The inspector observed the quality of teaching as children played inside.
- The inspector conducted a joint observation with the manager.
- The inspector considered the views of parents spoken to on the day and in their written feedback.
- The inspector spoke with the provider, management team, staff and children at convenient times during the inspection.
- The inspector sampled a range of documentation, including children's assessment records, the group's self-evaluation, and policies and procedures.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is ineffective. The arrangements to ensure staff's suitability are not fully effective. The management team and staff have a secure knowledge of child protection issues; however, the management team does not ensure that staff have up-to-date knowledge of local safeguarding procedures. These are also breaches of the Childcare Register. The management team ensures that staff keep children safe. For example, staff follow the newly improved child collection arrangements and use risk assessments to help them maintain a safe and secure environment. The management team uses self-evaluation well to identify future improvements that promote positive outcomes for children. This has led to training with the school and the reintroduction of staff meetings to help the management team monitor, support and promote good staff teaching skills and consistency in their practice. The manager monitors children's progress well.

### Quality of teaching, learning and assessment is good

Staff consistently show children possibilities, question them and model language well to improve their learning experiences. For example, staff follow children's interest in spinning objects, showing them how to roll them on the floor and place them one on top of each other, providing a clear commentary to their actions to build communication and language skills effectively. Children enjoy exploring paint. Staff question them effectively to help predict what new colours they will create and to recap on the process to reinforce understanding. Staff do not always extend children's mathematical skills. For example, they miss opportunities to help children order their beanstalks by size and to introduce mathematical language.

### Personal development, behaviour and welfare require improvement

Children are happy, confident and make choices about their play. They understand familiar routines and behave well. Children enjoy healthy snacks, which meet their special dietary requirements. Staff do not always encourage children to do things for themselves, for example, at snack time. Staff help children learn about safe practices, for example, how to use scissors safely. Partnerships within the community help children form positive relationships. Staff support children's emotional well-being, preparing them well for when they move on to school. Vetting procedures and gaps in staff's knowledge of safeguarding procedures do not fully ensure children's welfare and well-being.

### Outcomes for children are good

Older children have good opportunities to recognise and write some familiar letters and numbers. Children learn good problem-solving skills, for example, they persevere to work out how to use glue sticks independently. Children develop good listening skills and show respect for others.

## Setting details

<b>Unique reference number</b>	EY492122
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1017565
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Karen Ann King
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01823617560

Tiny Feet Pre-School re-registered under its present ownership in 2013. The pre-school operates from Callebaut Hall in Taunton, Somerset. It opens each weekday from 9am until 3pm during term time only. The pre-school receives funding to provide free early education for children aged two, three and four years. The provider employs a manager who holds an early years qualification at level 3. She is supported by three members of staff; of these, one holds an early years qualification at level 3 and one holds a qualification at level 2.

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