

Tiny Feet Pre-School

15 Kingston Road, Taunton TA2 7SA



Inspection date	25 September 2018
Previous inspection date	Not applicable

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

Summary of key findings for parents

The provision is good

- All groups of children make good progress. Older children recognise the initial sound in words and use mathematical language to compare length and quantity. Younger children settle quickly, cooperate with their friends and begin to learn to count.
- Staff plan activities that link and make learning interesting for the children. They ensure that they build mathematical and early reading skills into these by using many aspects of a familiar song, for example. Staff observe and assess children's skills accurately and ensure that children make good progress by checking their next steps in learning carefully.
- Children learn to listen to each other, share toys and understand the simple rules so that they use 'kind hands.' They are inquisitive and independent in retrieving the resources they need for themselves.
- The manager works well with the staff team to accurately evaluate the quality of the teaching and continually improve the setting. The manager ensures that staff work effectively with a range of other professionals to meet the needs of children with special educational needs (SEN) and/or disabilities.

It is not yet outstanding because:

- Staff do not make the most of opportunities to fully extend children's learning and develop their critical-thinking skills.
- The manager has not made sure that parents are fully involved alongside staff in determining the children's stage of development as soon as they start.

What the setting needs to do to improve further

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

- ensure that all staff make the most of opportunities to extend children's learning and develop their critical-thinking skills
- further strengthen the partnership with parents by ensuring that staff quickly establish with parents the precise stage of children's development as soon as they start.

Inspection activities

- The inspector spoke with the children and parents, and took their views into account.
- The inspector observed teaching and learning indoors and outdoors.
- The inspector spoke to staff, met with the manager, and sampled necessary policies and documents.
- The inspector conducted a joint observation of teaching and learning with the manager.
- The inspector observed the procedures for collecting children for the after school club and observed the activities.

Inspector

Janet Dinsmore

Inspection findings

Effectiveness of leadership and management is good

The manager accurately uses assessment information to check there are no gaps in learning between groups of children and the areas of development. The manager has supported the staff well to improve teaching by planning interesting activities that enable children to learn a wide range of skills. For example, she ensures that staff incorporate mathematical language and concepts in many activities. Safeguarding is effective. The manager and staff are clear on their responsibilities to keep children safe. The manager shares necessary information when children move to another setting to ensure they are aware of any issues or concerns. Staff protect children well by not putting images online without parent's permission. The manager keeps accurate records of the suitability checks that she carries out on staff. She records any concerns that she or staff have about children accurately so that she can report them to the correct agencies if necessary.

Quality of teaching, learning and assessment is good

Staff follow children's interests well throughout the day. Staff make suggestions about how best to build the train track, for example. Children eagerly build a wormery to take home. They enthusiastically tell staff about what they had observed the worms doing. Parents are fully involved in a strong partnership for learning at home, for instance, as they talk to their children about how they had made the soup to take home. Staff plan activities that enable children to make good links in their learning, for example, using stories and songs to understand number and feelings. Staff use their good knowledge and accurate observations of children's development to plan the next steps in learning.

Personal development, behaviour and welfare are good

Children are curious and use their imaginations well when using play dough, describing a 'chicken pizza', for example. Children relate well to each other and staff provide a good role model for high-quality relationships. Staff provide comfort and security when children start at the pre-school so that they settle quickly. Children know the routines and independently wash their hands, find their name on the place mats and pour their drinks at snack and lunch time. Older children at the breakfast and after school club use equipment well and considerately with younger children. They have frequent opportunities to enjoy craft activities and talk about their day at school.

Outcomes for children are good

Older children count accurately and identify squares, triangles and a pentagon. They enthusiastically join in familiar songs. They listen attentively to stories. They draw and creatively use materials to represent a face, for example. Younger children learn to share toys with their friends and show consideration for each other. They eagerly describe a ball of play dough and roll it flat. They are fascinated by the 'ticky' feel of worms on their hands, for example. Children who learn English as an additional language make rapid progress and eagerly explain how they get dressed. Children with SEN make good progress because they receive the support they need. Staff make sure they have the necessary skills to start school.

Setting details

Unique reference number	EY501678
Local authority	Somerset
Inspection number	10076819
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 9
Total number of places	20
Number of children on roll	37
Name of registered person	Tiny Feet Pre-School Partnership
Registered person unique reference number	RP535504
Date of previous inspection	Not applicable
Telephone number	01823 617560

Tiny Feet Pre-school registered in 2016. It shares premises in the Callebaut Hall, Taunton, Somerset. It opens from 8am until 5.30pm on Mondays to Thursdays and from 9am until 3pm on Fridays during term time. It has strong links with the neighbouring St Andrew's primary school and provides before and after school care for 3-11 year old children. The pre-school receives funding for the early education of children aged two, three, and four years. There are four staff, one is qualified at level 5, two at level 3 and one at level 2.

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