

Inspection of Tiny Steps Pre-School

Uplands Manor Primary School, Addenbrooke Road, Smethwick, Staffordshire B67 6HT

Inspection date: 7 July 2022

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

Children arrive happily, and eagerly leave their parents to explore the pre-school. They are greeted with a warm welcome by all staff. Children go to staff for cuddles and reassurance. This helps them to feel safe and secure. Children enjoy playing and show good levels of engagement in the variety of activities on offer. Staff have created a calm atmosphere for children and as a result, children are extremely relaxed. Staff engage with children in a nurturing and friendly manner.

Children with special educational needs and/or disabilities (SEND) and medical needs are supported well by staff. Staff recognise where children need further support with their language and communication. Children are praised by staff when they meet their individual targets. Staff are proactive and undertake SEND and medical training to ensure that children's needs are met.

Staff introduce the story of the 'The Very Hungry Caterpillar' and provide a range of activities to support the book. Children talk about the range of food the caterpillar eats. They excitedly talk to staff about the size of the watermelon and the seeds they can see. Children take part in rolling, squashing, and squeezing play dough with staff to make their own creations.

Children behave well. They are praised and encouraged by staff when they engage in tidying away. Children are supported by staff to gain new skills and they have access to a variety of activities indoors and outdoors.

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

- Although the manager has a secure understanding of the curriculum for the pre-school, at times staff's understanding of what children need to learn is not consistent. The manager identifies what the children need to learn next, to help children make progress. The manager has placed a strong emphasis to support children with their language and communication. Staff model language well to support children. Children have a positive attitude to their learning.
- Staff help children to learn about the wider communities and cultures of the children who attend the pre-school. As a result, staff teach children to learn and understand the differences and similarities in other cultures and traditions. Staff and children celebrate festivals and use a range of resources to help children develop respect for others. Staff ensure that the languages children use at home are fully respected and represented within the pre-school. The manager and staff use key words in a range of languages to support children who speak English as an additional language.
- Children enjoy exploring the outside space and take risks with staff support. Staff skilfully minimise disputes and help children to take turns and share the

play equipment. Children enjoy climbing, balancing, and sliding using the large climbing frame. Children learn how to keep themselves safe when using large play equipment. However, at times children are not fully engaged in purposeful learning experiences outdoors. Younger children wander and pick up random outdoor resources.

- The key-person system is effective. Staff understand and know the children well, they speak passionately about working with the children. Children with special educational needs and/or disabilities (SEND) are supported and fully included in the planned activities. Children are encouraged to explore every activity provided and staff work hard to ensure that every child fulfils their learning potential. Therefore, children make good progress in their learning from the support provided by qualified staff.
- Children's health and hygiene is given high priority. Children eat healthy snacks and meals and they are encouraged to make healthy choices about the food they eat with staff guidance. Children independently use the toilet, wash their hands, and serve their own drinks during mealtimes.
- Parent partnerships are strong. Parents enthuse about how happy their children are and speak highly of the pre-school manager and staff. Parents report that staff 'make children feel special'. Staff keep parents well informed about their child's learning, development and areas that need additional support.
- Staff meet regularly with the manager for team meetings and continued professional development. The leadership team ensure that training days are purposefully planned to motivate and support staff. Leaders and managers support staff well-being. Staff report that they feel supported by the manager.
- Staff prepare children well for the move on to school. The manager has strong links with the local school. School staff visit the children at the pre-school to meet them in a familiar environment. This enables staff to support children in preparation for when children move into school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of the different types of abuse, including how to keep children safe from female genital mutilation. Staff are aware of who to report their concerns to about children and staff and understand the record keeping systems. The leadership team ensure that all staff and volunteers receive full safeguarding training, refreshing this regularly. The Nominated Individual follows a robust safe recruitment policy, ensuring that all staff are suitable to work with children. Staff have a good awareness of how to keep children safe. Ratios are maintained and children are supervised well at all times.

What does the setting need to do to improve?

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

- help staff to understand how to ensure that the curriculum is implemented effectively
- support staff to challenge and extend children's learning during outdoor activities.

Setting details

Unique reference number	2571064
Local authority	Sandwell
Inspection number	10239176
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	60
Name of registered person	West Smethwick Enterprise
Registered person unique reference number	2571060
Telephone number	07943547073
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Steps Pre-school registered in 2020 and is situated in Sandwell, it is based inside the grounds of Uplands Manor Primary School and Nursery. The pre-school employs five childcare staff. All staff hold appropriate early years qualifications at level 3 or above. Sessions are available Monday to Friday, from 8.45 am until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and taken that into account in their evaluation of the provider.
- The inspector had a tour of the pre-school. The leader discussed the organisation of the pre-school and curriculum provided.
- The inspector observed the quality of teaching throughout the inspection. Joint evaluations of the quality of teaching took place between the manager and the inspector.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke to children and parents at appropriate times and took account of their views of the pre-school.
- A meeting was held with the leadership team to discuss leadership and management arrangements.
- The inspector looked at relevant documentation and checked the suitability of staff working in the pre-school.

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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