

Inspection of Town Tots Pre School

Town Tots Pre School, Manor Road, NORTH WALSHAM, Norfolk NR28 9HG

Inspection date: 20 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Kind, caring staff give children a warm welcome as they arrive. They spend time talking to parents to find out about children's needs and preferences. Children separate with ease and rush off to find activities that interest them. Older children use construction sets to build vehicles and rockets. Toddlers browse through books and listen to stories about 'Old MacDonald'. Staff sing songs and engage children in back-and-forth questions to develop their communication and language. They hold up books and ask, 'What animal is peeping through the fence?' Staff encourage children to count animals they see on each page.

Relationships between children and staff are a real strength of the pre-school. A well-established key-person system helps children to gain in confidence. Children's trusting relationships with staff have a positive impact on their well-being. Children benefit from frequent cuddles and hugs with staff. They tell visitors, 'We have fun here.' Staff give children praise, expressing how clever they are. As a result, children develop a very positive sense of self. They talk about how good they are at drawing and proudly hold up their pictures, saying 'ta da'. Consistent routines further promote children's feelings of safety and security. Children know what is expected of them. When staff ring bells, children stand still and repeat the words, 'Stop, look and listen,' before helping to tidy away toys.

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

- Staff have a clear intention to support children's independence. Mealtimes are successful and give children the opportunity to pour their own drinks and peel and chop fruit. Children show competence in managing their own self-care and dressing. Staff give clear instructions as children practise taking off and putting on shoes. This helps children to become successful at acquiring new skills.
- Management and staff gather information from parents about their children's interests when they first start at the pre-school. Staff work as a team to plan activities taking account of this information. They observe children effectively and act swiftly to ensure that gaps in children's development close quickly. As a result, children make good progress.
- Children's good health is promoted. Staff teach children good hygiene practices in an age-appropriate way. For example, staff sing songs to toddlers as they wash their hands. They explain to older children the importance of 'catching a cough' in their hands. Staff build on children's understanding of how to maintain good oral health. Children practise using toothbrushes to clean pretend teeth. Staff introduce words such as 'decay' and 'germs'.
- Staff are positive role models and use every opportunity to promote turn-taking and good manners. As a result, children say 'please' and 'thank you' in their own interactions. They share toys and regulate their own behaviour, with gentle

reminders from staff. Staff help children to develop their emotional literacy. Children listen to stories about feelings and express times when they feel sad, happy and nervous.

- Children make good progress in their communication and language. Staff give clear narration of toddler's play and encourage them to repeat simple words and phrases. Older children benefit from frequent back-and-forth conversations with staff. Staff ask questions and introduce new words to increase children's vocabulary.
- Children with special educational needs and/or disabilities receive the support they need. The manager works with a range of outside agencies to ensure that support is put in place. Staff plan targeted interventions which they tailor to individual children's needs. This ensures that children make the best possible progress.
- Staff receive a thorough induction and complete mandatory training. They have a good understanding of their overall responsibilities and show enthusiasm for their roles. Staff appreciate the manager's hands-on approach to supporting them. They say they feel valued and appreciated.
- Partnerships with parents are strong. They say staff are 'amazing' and that their children love attending. They comment positively on the progress their children have made since starting the pre-school. Parents recognise how much support they receive as a family and say staff are approachable and helpful.
- Staff plan a broad and interesting curriculum for children. However, they do not always consider how best to motivate all children to sustain high levels of focus and attention. Some children lose focus and disengage with adult-led activities.

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:

- support staff to deepen their knowledge of how to deliver the curriculum content, to ensure that children remain engaged and focused, particularly during adult-led activities.

Setting details

Unique reference number	EY419842
Local authority	Norfolk
Inspection number	10340930
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	30
Number of children on roll	43
Name of registered person	The Benjamin Foundation
Registered person unique reference number	RP903125
Telephone number	01692407012
Date of previous inspection	18 September 2018

Information about this early years setting

Town Tots Pre School registered in 2011 and is located in North Walsham, Norfolk. The pre-school employs nine members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3 and one at level 2. The pre-school is open from Monday to Friday during term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the pre-school.
- The inspector completed a learning walk with the manager to understand how the pre-school operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and evidence of 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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