

Tiny Woods Pre-School

Castle Road East, Oldbury, West Midlands, B68 9BG



Inspection date	30 March 2015
Previous inspection date	30 March 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is outstanding. Staff provide an exceptional range of high-quality learning experiences for children both inside and outside. As a result, children are highly motivated, eager to explore and develop a real thirst for learning.
- Teaching is exceptionally well suited to the range of children who attend. All groups of children, including those with special educational needs and/or disabilities, make outstanding progress in their learning.
- The senior management team of the setting is highly effective in driving improvement. Their leadership and commitment is inspirational and worthy of dissemination to others. Staff demonstrate an uncompromising commitment towards achieving excellence in all areas.
- Children form exceptional relationships with the staff who care for them each day. This is rooted in the robust settling-in process. As a result, children's individual needs are always met and children form strong attachments.
- Staff deployment is excellent. Members of the senior management team use their outstanding knowledge and skills to mentor and coach the staff. This has a positive impact on staff practice and the quality of interaction to support children's learning throughout the setting.
- Partnerships with parents are excellent. Parents are involved in the identification of children's starting points through home visits. They are kept well informed of their child's progress to enable them to support their child's learning at home.

What the setting needs to do to improve further

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

- accelerate children's progress and readiness for school, by sharing children's learning goals with them, to allow them to develop ownership of their own learning and further encourage their motivation and enthusiasm for learning.

Inspection activities

- The inspector observed activities in the school hall, pre-school room, ICT suite and in the outdoor areas. The inspector also viewed all areas that are used by children.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector held discussions with the manager, headteacher, and foundation stage manager of the school that represent the provider.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector took into account of the views of parents through their written feedback to the setting.

Inspector

Scott Oliver Thomas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff use their strong knowledge of how children learn and their expertise in teaching to provide an outstanding range of learning opportunities. Children acquire the key skills they need for school. Concentration skills are promoted throughout daily routines, such as circle times. Children initiate many activities themselves which are skilfully supported by staff. Children's interest in cooking and creative activities is promoted through making a gingerbread house. They explore the different shapes of the gingerbread. They also compare the difference between thin and thick icing to identify which one sticks the gingerbread pieces together best. Children benefit from prolonged periods of uninterrupted time to play and experiment. This ensures they remain, engaged and focused on activities. Teaching is adapted superbly and matched to the developmental stages of children. Children benefit from small group times, where they are taught key skills, such as phonics. They learn alongside other children at the same developmental level. This prepares them well for their next stage in their learning. Children make outstanding progress in their communication, language and literacy development. All staff work in close partnership with parents and other professionals. This supports and promotes each child's learning needs through an integrated approach.

The contribution of the early years provision to the well-being of children is outstanding

Exceptional arrangements to care for children promote their well-being. Children are independent in their play. They choose from a vast range of accessible resources. Children's achievements are celebrated in visual displays for everyone to see. This promotes children self-esteem and their sense of belonging in the setting. Staff are extremely good role models and play alongside children helping them understand how to share and take turns. This helps children to form strong attachments to other children and quickly understand what acceptable behaviour is. Children make the best possible transition to school. They benefit from the setting being part of the school. They eat with the rest of the school and play with children and staff in the reception class. All staff and managers have an excellent understanding of how to safeguard children. They have all attended child protection training and implement effective policies to support children's health, safety and well-being.

The effectiveness of the leadership and management of the early years provision is outstanding

Strong accountability across all levels of managers and setting staff underpins a shared commitment towards delivering exceptional standards. Highly effective arrangements for recruiting new staff, regular supervision and checking staff performance lead to a high level of consistency in practice. Thorough analysis of assessment information means that any potential gaps in learning are recognised and met quickly. Inclusive self-evaluation accurately identifies how the setting can improve further. Managers have identified ways to better prepare older children for school, by informing children of their own learning goals to enable them to reflect on their own progress with staff.

Setting details

Unique reference number	255170
Local authority	Sandwell
Inspection number	854876
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 12
Total number of places	48
Number of children on roll	68
Name of provider	Lightwoods Afterwoods Committee
Date of previous inspection	30 March 2011
Telephone number	0121 429 2542

Tiny Woods Pre-School was registered in 1999. It operates within Lightwoods Primary School. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The setting opens from 8am to 5.30pm, Monday to Friday, term time only plus one week during the Easter holidays and two weeks during the summer holidays. The setting provides funded early education for three- and four-year-old children. The setting provides care for children with special educational needs and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

