

# Inspection of Tots Teachers Preschool

The Scout Hut (4th Sevenoaks), Mill Lane, Sevenoaks, Kent TN14 5BU

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Inspection date: 8 March 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the pre-school happily and with confidence. They settle into the pre-school routine quickly, eagerly exploring the wide range of exciting opportunities available to them. Staff are kind and caring in their approach and children have formed strong bonds with them. For example, they readily seek them out for cuddles and reassurance. Children's independence and self-care are well supported. For example, staff encourage children to go to the toilet by themselves, wash their hands and butter their toast.

Children are keen learners. They understand and follow the rules in the pre-school. Children learn how to keep themselves safe. They enjoy exploring the vast outdoor environment. Staff support children to assess and take age-appropriate risks. Children learn to work cooperatively, share and take turns. For example, they work together to safely move branches around to make a camp fire.

Children are constantly being spoken to. They learn new words while engaging in activities that interest them. For example, while building a tower from magnetic shapes, staff introduce the word 'sturdy'.

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

- The manager and staff have high expectations for all children. They know the children well. Staff follow children's interests, providing them with engaging and challenging activities. For instance, staff provide an exciting bug hunt on the field. They look at bugs through magnifying glasses and discuss their features. However, at times, staff do not always provide suitable explanations to extend children's understanding of animal habitats, to extend and challenge their learning further.
- The manager recognises the impact the pandemic has had on some children's physical development. Staff plan stimulating activities to encourage children to balance, climb and run. They utilise the outdoor space well. For example, staff encourage children to use the tyre obstacle course to crawl, climb and jump.
- Children are able to access books independently. Staff engage children in reading stories and singing. These are embedded as part of the daily routine. For instance, at circle time all children sit and choose familiar songs to sing. However, staff have not considered the length of these group times to ensure all children stay focused, in particular the younger children.
- Children listen and follow simple instruction well. Staff use age-appropriate language when communicating with children. They recognise the importance of building children's communication and language skills. Staff read stories and sing songs as part of everyday practice. They speak to children directly and clearly. Staff give children time to process and respond to questions asked of them.

- All children, including those who are learning to speak English as an additional language and those with special educational needs and/or disabilities, make good progress in their learning and development. Staff work closely with parents and external services to provide for children's individual learning and developmental needs. They plan targeted support to help children make good progress.
- Partnership with parents is good. Parents positively comment about their children's experiences in the setting. They receive regular photos and updates of their children's learning through an online platform. Parents appreciate the range of different experiences their children have, particularly when exploring the vast outdoor area. They report that their children's development and behaviour have improved since attending the pre-school. For example, children are able to put their boots on themselves and use the apparatus in the garden with confidence.
- Staff well-being is highly important. The manager and director have effective strategies in place to support staff's well-being, ensuring the workload is appropriate and manageable. For example, they use a support group for the apprentices working within the company. The manager conducts regular supervisions and one-to-one meetings with the staff. Staff comment that they feel confident approaching the manager and director with any issues or concerns, including about their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection and the wider safeguarding issues, such as the 'Prevent' duty. They can recognise the signs of abuse and know who to contact if they have a concern about a child or adult. Staff receive ongoing safeguarding training through supervisions, staff meetings and online courses. The manager and staff carry out regular, ongoing, risk assessments and checks to help minimise risks and maintain a safe environment. The manager completes the necessary checks and provides a thorough induction process to ensure that staff are suitable to work with children.

## **What does the setting need to do to improve?**

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

- review the organisation of group time to ensure that it is appropriate to all age groups
- support staff to recognise and use opportunities to further challenge and extend children in their learning.

## Setting details

<b>Unique reference number</b>	2548718
<b>Local authority</b>	Kent
<b>Inspection number</b>	10215660
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Totsteachers Limited
<b>Registered person unique reference number</b>	2503956
<b>Telephone number</b>	07710044190
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tots Teachers Preschool registered in 2019. The pre-school employs seven members of childcare staff. Of these, one holds qualified teacher status. The pre-school opens Monday to Friday, from 9am to 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Oshra Murphy

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the registered individual and the manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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