

Inspection of Tugboats Preschool

St. Mary The Virgin Church, Mortlake High Street, London, Surrey SW14 8JA

Inspection date:

6 June 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

The manager and staff have worked hard to improve practice since the last inspection. The curriculum is designed to fit the needs of the children and ensure progress. All children, including those with special educational needs and/or disabilities (SEND), are happy and settled. They select from a range of appealing activities, which reflect their interest and stage of development. Staff ensure the room is set to allow free movement for the children, allowing them to pick and choose as they wish. As a result, children behave well. However, staff do not consistently deploy themselves effectively or organise routines to support children's learning and development.

Staff teach children to be considerate of one another and praise them for using manners. Staff support children to take turns by playing snakes and ladders and reminding them of the rules. Children enjoy mathematics as they count along with staff as they move along the board. They learn number recognition and are asked which is bigger and smaller. This helps with school readiness.

Children follow cues from staff indicating what happens next, for example the music finishes playing in the morning signifying circle time. Staff engage children by talking to them and asking questions. Children offer answers but are moved along too quickly, not allowing sufficient time to think and respond. Staff do not always show awareness of realistic expectations.

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

- Children show positive attitudes to their learning. They are keen to engage in activities and play alongside each other. Young children show concentration pouring water into vessels. They choose different sizes and shapes, and watch as the water overflows. Other children chat as they put small toy animals in boats and take them for a ride in the water. Staff observe, but stand back and allow children to play and experiment. They ensure that the area is safe for the children play in, such as, by consistently mopping up spills of water.
- Staff encourage children to be independent by providing appropriate equipment and opportunities. For example, at snack time, they encourage children to pour their own drinks from small jugs. Children help themselves to a choice of fresh fruit and vegetables from a low-level trolley. Staff have designed a snack menu to suit the tastes of the children and encourage them to enjoy a wider range of food. This helps children to eat healthily and have positive attitudes around food. Children clear their plates and tip away unwanted liquids.
- Despite having no outside space, children have access to the outdoors every day. Staff take children to local parks to enjoy fresh air and opportunities for physical development. Children run and climb, they use balance and

coordination, walking around the playground's spinning circle. However, staff do not always remember to remind children of their expectations and how to keep themselves safe.

- Staff know children well. They regularly observe their key children and use this to inform what their next steps in learning may be. Staff share this information with parents to create a joint approach and consistency for children. Parents report good communication and support. Staff engage with outside agencies to help continually improve practice.
- Staff are warm and children are comfortable to instigate affection, knowing it will be reciprocated. Staff consistently chat to children and make good use of introducing new vocabulary. Good relationships are evident. However, staff sometimes speak too quickly and do not give children thinking time. This means that children cannot always process information or understand what is being said, especially so with children who speak English as an additional language.
- The manager is making every effort to address areas of weakness. She uses regular team meetings to review all areas of practice. Staff have termly supervision sessions, where targets are set and discussed. They choose from a variety of courses to help with their professional development. Staff enjoy positive relationships and focus on working as a team.
- Since the last inspection, staff have reviewed routines. However, although efforts are being made, they have not considered the age and stage of children. For instance, they consistently stop children and make them wait. For example, they ask children to queue to wash hands one at a time, and then queue again and wait to come back into the room. This means that children become bored and restless, and it interrupts their play and opportunities for learning and development.

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 children's needs more closely to help learning and development more effectively
- support staff to provide high-quality interactions and sufficient thinking time for children to understand and respond
- review routines to keep children engaged in learning.

Setting details

Unique reference number	2522383
Local authority	Richmond Upon Thames
Inspection number	10332067
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	11
Name of registered person	Tugboats Preschool Ltd
Registered person unique reference number	2522382
Telephone number	07950 926896
Date of previous inspection	15 January 2024

Information about this early years setting

Tugboats Preschool registered in 2019. It is situated in Mortlake, in the London Borough of Richmond. The pre-school operates Monday to Friday, from 9am until 3pm, during term time. There are three staff working with children. All staff have a childcare qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Zoe Duggan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of the education being provided across the pre-school, indoors and outdoors, and assessed the impact on children's learning.
- The manager and staff spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of snack time with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector some documents regarding the suitability of staff.

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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