

Inspection of Little Tinkers Preschool

Charles Warren Academy, Simpson, Milton Keynes MK6 3AZ

Inspection date: 4 February 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

All children love attending Little Tinkers. They enter with smiles on their faces, and even the youngest children settle down to activities quickly. Children confidently self-register and put away their belongings independently. The strong values are brought alive in what the pre-school provides. It is a pre-school that helps children to be confident, creative, respectful and valued.

Leaders create a highly effective and ambitious curriculum. This is faultlessly communicated with staff who deliver sequenced learning with expertise. As a result of the rich experiences on offer to children, their attitudes to learning are consistently positive. Children are highly motivated and sustain concentration for extended periods of time. For example, children were captivated, fascinated and enthralled by the wonderful world of fairy tales. Exceptionally skilled staff are dedicated to delivering tailored care and learning, recognising the uniqueness of every child. Staff provide appropriate challenge for children who, in response, demonstrate perseverance to achieve new skills. This prepares them for future success and ensures all children make excellent progress in their learning.

Children's behaviour is impeccable. Staff are exemplary role models, showing respect to the children and each other. They use clear narratives and consistent, gentle reminders to fully embed pre-school rules. Children listen attentively. They respond with immense kindness when turn-taking and sharing. For example, when children declare they feel sad during circle time, children agree how they could change this, by giving their friend a cuddle. There are excellent arrangements in place to support children's emotional well-being. Staff are exceptionally skilled and expertly use highly effective methods to recognise children's positive actions and superb achievements. Children are proud of their own and their friends' accomplishments.

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

- Early intervention ensures that children with special educational needs and/or disabilities, (SEND), or children in receipt of additional funding, have the targeted support that they need from the very start. Leaders go over and above to secure timely interventions and target support for individual children at the earliest opportunity. Working alongside families and professionals, leaders aim for all children to have the same opportunities. This contributes to the rapid and substantial progress that all children make over short periods of time.
- The pre-school day is built around books, songs and rhymes. The enjoyment of reading and storytelling is a prominent feature of pre-school life. Children gravitate towards adults to listen to a story. They were often seen initiating storytelling by taking a book to an adult to share with them and their friends.

Staff draw on children's increasing vocabulary and knowledge of the language of stories. Children receive additional music and dance sessions, where they practise their growing knowledge and understanding of stories as they play with puppets and props. For example, children delight in acting out the stories of traditional tales. This helps children, including those who speak English as an additional language, to be confident communicators.

- Leaders are extremely dedicated and knowledgeable. They have clear and ambitious plans for every child. They have a profound commitment to continuous reflection and work tirelessly with staff, and a range of professionals, with children being at the heart of everything they do. Staff unanimously say they feel exceptionally well supported. Leaders have an infectious desire to continually reflect with staff to improve practice and support their team and children. This has significant advantages for helping to keep children safe and for staff to build on their learning.
- Families and their uniqueness are at the heart of this pre-school. Staff go above and beyond to provide tailored support, guidance and advice to parents and carers. They recognise and value the fundamental role they play in families' lives and the impact this has on children. Parents feel that staff are always on hand to provide advice and support. They value the resource packs they can borrow to support their children's varying developmental stages. In addition, parents benefit from regular, 'stay and play,' sessions which support them to learn about pre-school life, as well as online safety and dental hygiene. Highly effective partnership working promotes children's feelings of well-being.
- Staff seize every opportunity to promote children's understanding of leading a healthy lifestyle. Staff promote healthy eating exceptionally well. For example, children move up the healthy eating lunch ladder celebrating when children present a healthy lunch box. This has had a really positive impact on children, as parents share with the inspector children's desire to bring in healthy lunch boxes to pre-school. As a result, children develop an excellent understanding of personal health.
- Pre-school is a highly valued part of the community. Staff provide a wealth of opportunities for children to meet a range of people and talk about similarities and differences in the world. Children frequently visit a range of local attractions in the community to take part in activities that enthuse and inspire them. Staff celebrate the diversity and uniqueness of the children and their families. Children know what makes them special and how their lives and interests are different or the same as others. Children learn how they can contribute to the well-being of others, such as when they help one another and are polite and empathetic to each other's feelings and emotions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY397284
Local authority	Milton Keynes
Inspection number	10376136
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	48
Name of registered person	Little Tinkers Pre-school Partnership
Registered person unique reference number	RP904947
Telephone number	01908604978
Date of previous inspection	17 May 2019

Information about this early years setting

Little Tinkers Pre-school was registered in 2007 and re-registered at Charles Warren Academy in 2009. It operates from a detached bungalow in the school grounds of Charles Warren Academy, in Simpson, Milton Keynes. The pre-school is open from 9am until 3pm each day during term time. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs seven members of staff. The provider holds an appropriate early years qualification at level 6, four members of staff are qualified at level 3 and two at level 2.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector completed a learning walk with the manager, through all areas of the premises used by the children.
- Parents shared their views through verbal and written feedback. The inspector took these views into account.
- The inspector talked to the provider, manager and staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

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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