

Inspection of Tinkers and Tribe of Shipbourne

The Oak House, Back Lane, Shipbourne TN11 9PP

Inspection date: 31 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children are extremely settled and content as they confidently explore the calming environment. Children have developed strong, trusting relationships with the nurturing, attentive staff. The home-from-home environment supports children to feel secure and comfortable, providing them with peaceful areas to relax and sleep.

Children behave well. They are supported as they learn the importance of being kind to others and taking turns. For example, the youngest children find comforters when their friends become upset. Staff advocate for children, talking to them about different feelings and emotions. They have created a sensory room to help children relax if they become overwhelmed. This shows the high level of support for children's emotional well-being and self-regulation.

Children are exposed to a language-rich environment. They enjoy learning about different types of bugs and insects, such as a 'scorpion' and 'dragonfly'. This builds on children's knowledge, teaching them new vocabulary about wider concepts of the world they live in. Babies thoroughly enjoy listening to stories and songs throughout the day. During the inspection, they showed great levels of excitement and confidence as they smiled and laughed while copying and joining in with the actions to 'Wind the Bobbin Up'. This was an extremely positive experience for children.

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

- Staff know the children extremely well. They place great emphasis on inspiring children to be curious by creating opportunities to play, helping children to achieve their next steps. These opportunities spark children's interest, encouraging them to explore and investigate. Children are keen to learn and are inquisitive about the world around them. For example, they become intrigued by leaves that have fallen to the ground, observing the different shapes and sizes. This shows how children are becoming independent learners, which will support them to make good progress in their development.
- Staff are enthusiastic as they support children's communication and language development. They engage in regular dialogue with children, introducing new vocabulary during play. For example, at lunchtime, they talk about the 'nutrients' and 'vitamins' provided by food. Staff also use questioning techniques to find out what children know and can do. However, at times, staff do not always give children sufficient time to process and answer the questions asked of them. This has an impact on children's ability to think and concentrate.
- Babies develop their sensory skills as they explore real oranges and lemons during an adult-led activity. They explore by smelling, touching and tasting. Staff act as good role models, using words such as 'sour' and 'sweet' as they

encourage children to try. This provides children with new, exciting experiences.

- Staff support children to live healthy lifestyles. They provide home-made nutritious snacks and meals, following children's dietary requirements. Staff use this as an opportunity to teach children about where their food comes from. Older children understand the importance of good oral health. For example, they engage in pretend play, using a toothbrush and toothpaste while playing with dolls.
- Children enjoy the fresh air as they explore the outdoor environment. The garden inspires children to develop their imagination as they use natural resources to extend their play. For example, children enjoy collecting leaves and sticks. Children also have access to climbing equipment to develop their physical strength and coordination.
- Parents are happy with the care and experiences their children have at the setting. They speak highly of the whole-family support they receive. Staff work closely with parents to support children's learning at home. They share information face-to-face and electronically to highlight children's progress in their development.
- The managers and staff engage in daily discussions and share feedback with the staff team to ensure children are provided with the support they need. Managers place a strong emphasis on training to upskill and strengthen the staff team. However, on occasion, during lunchtime, leaders are not fully effective in organising their team to ensure children are engaged in learning. For example, at times, staff were stood waiting for lunch to be delivered or became preoccupied with clearing up. This limited the interactions that took place between children and staff and therefore restricts the opportunities available for children to consistently engage in active learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate good safeguarding knowledge. They complete safeguarding training regularly to ensure they are kept up to date with safeguarding information. Staff are aware of the potential signs and symptoms of abuse, and they know what to do if they are concerned about a child. Managers have robust recruitment procedures, including thorough inductions, to ensure staff are suitable to work with children. They know what to do in the event of an allegation being made against a member of staff. Staff feel well supported by the managers, and they feel as though they can speak to them at any time.

What does the setting need to do to improve?

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

- strengthen staff practice to provide children with more time to process language

and respond to questions, to support their communication skills

- provide more directed leadership in all rooms to improve the organisation of staff, particularly at lunchtime.

Setting details

Unique reference number	2611774
Local authority	Kent
Inspection number	10265104
Type of provision	Childcare on 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	0 to 4
Total number of places	36
Number of children on roll	65
Name of registered person	Tribe Incorporated Ltd
Registered person unique reference number	2611776
Telephone number	07463216006
Date of previous inspection	Not applicable

Information about this early years setting

Tinkers and Tribe of Shipbourne registered in 2020 and is located in Tonbridge, Kent. The setting operates from converted barns and is open from 8am to 6pm, Monday to Friday, all year round. The setting employs 20 members of staff, two of whom have qualified teacher status, one holds a level 6 qualification, one holds a level 5 qualification, eight hold a level 3 qualification and one holds a level 2 qualification. The setting receives funding for free early education for children aged three and four years.

Information about this inspection

Inspector

Jasmine Nelson

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 nominated individual, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate 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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