

Inspection of Tinkers and Tribe of Weald

Morleys Farm Oast, Morleys Road, Weald, Sevenoaks TN14 6QY

Inspection date: 16 January 2025

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

Staff create a safe, calm and homely environment, where children feel happy and secure. Children's personal and emotional development is a high priority within the setting. When children first start and begin settling in, staff take time to get to know them individually. For example, babies experience routines that reflect those from home. As a result, children build secure relationships with their key person and other staff members.

Children are enthusiastic and active learners. Staff plan activities that are based on children's interests and that build on what they already know. Children are eager to explore and engage well in a broad range of activities, such as making perfume potions, playing games and listening to stories. There is effective support from staff to help children learn the skills to prepare them for the next stage in their development.

Staff have high expectations for children's behaviour. Children understand the routines and confidently follow instructions. For example, they remove their own shoes before going inside. Children learn to share and take turns when playing with each other. They are kind and considerate, and they use good manners. Staff praise children's efforts and achievements, building high levels of self-esteem and encouraging them to have a 'can-do' attitude to their learning. Children behave extremely well and show care and empathy towards each other.

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

- Leaders have a clear vision for the setting and is ambitious in their plans to develop the provision. Staff receive effective support through supervision sessions and coaching. They undertake training online, as well as through regular team events. This helps to ensure that they update their knowledge and skills. Staff comment they feel supported in their roles and their well-being is good. Staff communicate extremely well as a team, and this help to provide consistent care and support for children.
- Overall, children benefit from a well-planned curriculum to meet their learning needs and what they need to learn next. Staff use children's interests to plan activities that engage and excite them. However, at times, staff do not always deliver in a way that successfully meets the learning needs of all children. Although children enjoy activities, staff do not always extend their learning effectively.
- Staff make good use of routines to help children to become increasingly independent. They support children to learn to wash their hands before mealtimes. Furthermore, younger children start to manage putting on and taking off their coats and shoes. Older children self-serve their meals, pour their own

drinks and learn to manage tasks for themselves. Consequently, children are well prepared for the next stage in their learning.

- Staff support children's physical skills well. Children enjoy being physically active and have regular opportunities to practise new skills. Babies have good opportunities for independent exploration. They determinedly crawl, pull themselves up and hold onto furniture. This helps to develop their muscle skills in readiness for walking. Outdoors, staff challenge children's coordination and control successfully. Children persevere as they climb up and over apparatus and use tools for digging. Furthermore, children join in with yoga sessions to help develop their flexibility and coordination skills.
- Generally, staff support children to develop their language and communication skills well. They comment on what children are doing as they play. This helps children to learn new words and to connect words to actions. Staff use many songs and stories to help children to widen their vocabulary. Staff repeat songs regularly so that they become familiar to children. As a result, children happily sing 'The wheels on the bus go round and round', as they play outdoors. Staff frequently build on children's play and encourage them to answer questions. However, on occasions, staff ask too many questions and do not offer children enough time to think and respond during some activities. This does not help children think critically and learn how to solve problems in their learning.
- Staff promote children's love of books from an early age. Leaders have created a library of books, which children can take home. From a young age, children learn to handle books with care and look at books independently. Babies enjoy pressing buttons to hear different sounds. Older children enjoy listening to stories and eagerly repeat familiar phrases.
- Children enjoy learning about the world around them in many exciting ways. Staff take children out on local walks to observe nature and wildlife. Furthermore, they provide children with opportunities to grow plants. Staff encourage children to be inquisitive. For example, they follow children's interest in potatoes and help them to learn where they come from. This helps children to appreciate and understand nature. Staff provide children with opportunities that promote conversations about different countries and cultures. Children learn to respect others and value their own individuality.
- Parents are very positive about the setting. They confirm there is good communication, and they feel very informed about their children's care routines and how staff are supporting their children's development. Staff offer parents ideas about how they can help support their children's learning at home. This contributes to promote children's 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:

- strengthen the implementation of the curriculum further to more precisely adapt activities to individual children's learning needs
- support staff to give children time to think and respond to questions, so they consistently develop their thinking and problem-solving skills.

Setting details

Unique reference number	2735595
Local authority	Kent
Inspection number	10374889
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	26
Number of children on roll	44
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 Weald registered in 2023. The setting is located in Sevenoaks, Kent. The setting is open from 8am to 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children. The provider employs 11 members of childcare staff. Of whom, six hold appropriate early years qualifications at level 2 and 3.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 joint observations with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and viewed evidence of the suitability of staff and household members.

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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