

Tiggywinkles Pre-School

Unique reference number (URN): EY552753

Address: Popels Hall, Church Road, Winkfield, Windsor, Berkshire, SL4 4SG

Type: Childcare on non-domestic premises

Registered with Ofsted: 07/12/2017

Registers: EYR

Registered person: Tiggywinkles Pre-School Limited

Inspection report: 1 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Staff ensure that children make consistent progress across all areas of learning. Activities are carefully sequenced so that skills are securely embedded before moving on to their next stage of development. For example, children who speak English as an additional language are introduced to new vocabulary in small, manageable steps. This enables them to build confidence and gradually expand their language skills. Children develop a strong foundation for future learning.

Children show high levels of focus and engagement in their learning. Staff skilfully encourage exploration through trial and error. For example, children wonder what will happen if a larger block is placed on a smaller one. Staff use thoughtful questioning to prompt children to anticipate what is going to happen. Children learn to experiment, be inquisitive and not be afraid to get things wrong.

Behaviour, attitudes and establishing routines

Strong standard ●

Children demonstrate exemplary behaviour. They show confidence and warmth by welcoming visitors and introducing them to their friends. Children work collaboratively to achieve shared goals. For example, they construct a tower by discussing and selecting appropriately sized blocks. When gentle reminders are needed to follow routines, such as joining the line after their turn, staff provide guidance with kindness and respect. As a result, children quickly understand expectations, creating a positive and cooperative environment.

Leaders prioritise supporting children's independence. Opportunities for children to develop their skills are abundant. For instance, children practise removing and putting on their shoes and socks when preparing for physical activities. Staff skilfully adapt their support to meet children's individual needs. They help younger children by placing socks on the tips of their toes. Older children learn how to turn their socks the right way round. Children build on what they know and can do, preparing them for future learning. Leaders highlight the importance of children attending regularly and quickly follow up on unexplained absences to ensure that children who may be at risk are checked on promptly. Consistent attendance helps children develop healthy practices around punctuality.

Children's welfare and well-being

Strong standard 

Staff know children extremely well and consistently prioritise their wellbeing. They support children to recognise, express and manage their emotions. For example, children select 'cuddle cards' to indicate when they are feeling anxious or worried and need reassurance. This helps them to become more aware of their feelings and find ways to regulate their emotions. The highly effective key-person system enables staff to build secure relationships with children and families. They sensitively modify and adapt routines to support all children's individual needs, including where there are barriers to their learning. For example, staff adopt a gradual approach to help children who are initially reluctant to remove their coat, giving them time to feel safe and secure. This helps children process their emotions and builds trust.

Staff provide children with healthy, home-cooked meals and healthy snacks. They are vigilant to any choking hazards, cutting food to manageable sizes and sitting with children while they eat. For Halloween, children are given gifts of an apple and toothbrush. This helps them learn about the impact of sugar and the importance of looking after their teeth. Children learn to make healthy choices.

Curriculum and teaching

Strong standard 

Leaders provide a highly effective and ambitious curriculum that meets all areas of learning and development. Staff use assessment effectively to determine children's level of knowledge in order to build on what they know. For example, while some children learn to count 2 objects, others progress to working with numerals up to 6 or 9. Staff adeptly encourage children to point to each object as they count, building understanding. Children gain confidence in early numeracy skills.

Leaders are extremely reflective of the impact of the curriculum on children's development and have clear priorities for improvement. For example, leaders focus on developing children's communication skills. Staff expertly use open-ended questions and provide children with ample time to respond, enabling them to process their thoughts. Children enjoy story sacks and take home a reading book every day to share with their family. Children develop a deep love of books, laying the foundations for future literacy skills.

Staff provide an abundance of opportunities for all children to develop their physical skills and for personal, social and emotional development. Activities are carefully sequenced to help children with different needs and abilities learn with confidence. For instance, younger children delight in exploring textured tiles with their bare feet. Older children refine their balance and coordination using the more challenging balance beam. All children, including those with barriers to learning, make exceptional progress.

Inclusion

Strong standard 

Leaders ensure that all children make consistently secure progress in their learning. They know children extremely well and have clear strategies to support individual needs. Staff have robust procedures in place to ensure that children's development is closely monitored.

They act swiftly to provide adaptations or interventions to help children make excellent progress. For example, children who struggle with communication are supported with signs and visual aids to help them to communicate in other ways. Leaders understand how to use funding appropriately and use the specific needs of the children to tailor staff's professional development. For example, staff have completed training around autism to ensure that children's needs are quickly identified and supported. Staff work closely with parents and carers and other agencies, working together to provide consistent support for all children.

Children learn about differences and similarities in the world. As well as learning about different festivals, leaders challenge children's curiosities. For example, when children show an interest in religious clothing, such as a patka, visitors are invited to demonstrate how it is worn. This helps children build their understanding of different faiths, traditions and cultures.

Leadership and governance

Strong standard ●

Dedicated leaders work tirelessly to provide the highest quality care and education for all children. They are extremely reflective and continually evaluate their practice for improvement. Leaders are proactive in seeking the views of staff, parents and carers, helping ensure that they meet the needs of every child.

Partnerships with parents are sound. Leaders provide weekly newsletters, organise regular meetings with parents and provide comprehensive information about children's progress. Parents are fully informed of what children are learning and how they can support this at home. For example, children are sent home with balloons and straws so they can share what they have learned that day with parents. Parents become fully involved in their children's education. Leaders involve staff in planning activities based on their own talents and expertise. This enables staff to pass on their passion for certain areas of the curriculum. Leaders continually support staff with regular feedback and ongoing opportunities for professional development. Staff feel fully supported in their roles. Children thrive from being taught by staff who feel motivated and valued.

What it's like to be a child at this setting

Staff warmly welcome children into the nurturing home-from-home environment. Children enter confidently and with excitement, demonstrating that they feel safe and secure and assured their needs will be met. They quickly settle and engage in self-chosen activities, showing independence and enthusiasm in their play. Staff introduce new songs, encouraging children to participate and learn. Children proudly share their achievements, singing loudly and clearly. They march in time to the beat, smiling and laughing with evident enjoyment. This shows their growing confidence, sense of belonging and the joy they experience in learning together.

Staff take time to understand each child's prior experiences, interests and individual needs. The curriculum is thoughtfully designed so that all children can access learning that is meaningful, sequenced and appropriately challenging. Children rise to the challenge of taking on responsibilities. They help to clean tables after eating, put away toys once they finish playing and willingly help staff by carrying items for them. Children also take pride in ringing the bell to signal tidy-up time, supporting their confidence and self-esteem. Through skilled teaching, support for regular attendance and well-planned opportunities, children build securely on what they already know. They are well prepared for their next steps in learning.

Routines are firmly embedded in the pre-school, creating a seamless flow to the day. Children demonstrate clear awareness of expectations and confidently follow established routines. For example, they line up to wash their hands and put their dishes away after meals, showing responsibility and independence. Predictable routines help children understand boundaries and expectations, reducing frustration and behavioural challenges. This is particularly supportive for children with special educational needs and/or disabilities and other barriers to learning.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, staff, parents and children during the inspection.

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.

Inspector:

Nina Fortuna

About this setting

Unique reference number (URN): EY552753

Address:

Popels Hall
Church Road, Winkfield
Windsor
Berkshire
SL4 4SG

Type: Childcare on non-domestic premises

Registration date: 07/12/2017

Registered person: Tiggywinkles Pre-School Limited

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:30 - 15:30

Local authority: Bracknell Forest

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 1 December 2025

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

35

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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