

Tykes Pre-school

Inspection report for early years provision

Unique Reference Number	EY343079
Inspection date	12 March 2007
Inspector	Bridget Richardson
Setting Address	Broadfield Youth & Community Centre, Broadfield, Crawley, West Sussex, RH11 9BA
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Registered person	Victoria Rodena Bailey
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Tykes Pre-school opened under new management in 2006 and operates from one room in the community centre in the Broadfield area of Crawley. A maximum of 26 children may attend at any one time. The pre-school is open each weekday from 09:30 to 12:00 Monday to Friday and 13:00 to 15:30 Tuesday to Thursday term times only. All children share access to an outdoor play area.

There are currently 36 children aged from two to under five years on roll. Of these 18 children receive funding for nursery education. Children come from the local and surrounding area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The pre-school employs four staff. Of these, two of the staff, including the manager hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment where they learn to follow suitable hygiene practices. They learn the importance of suitable personal hygiene and understand why they need to wash their hands after visiting the toilet, handling animals and before eating. Children who are infectious do not attend which helps prevent the spread of contagious diseases.

A suitable ratio of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Parents give prior written consent to administer medication and staff receive specialist training as needed to ensure that children receive the correct dose in an appropriate manner.

Children receive a range of healthy snacks including fruit and salad vegetables encouraging them to develop healthy eating practices. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met. Fresh drinking water is available to children at all times and children can help themselves. This encourages children to think about their personal needs. Children enjoy a range of activities that contribute to their health and develop their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a secure environment where they can move around freely. Children have access to a range of resources appropriate for their age. However, the organisation of these resources sometimes limits children's choices of activities, as there is not a sufficient range available to children to keep them interested and extend learning opportunities.

Regular visual checks of toys and resources ensure there are no broken parts that could harm a child. Staff carry out informal risk assessments of the areas used by the children to ensure that they are suitable for the children to use. For example, they check all areas before allowing children to use them; they supervise children when accessing the outside area and toilets to ensure their safety. However, at some points during the session staff are not deployed effectively. This means risks have not been sufficiently minimised to ensure children's safety. For example, staff do not always supervise children when using the climbing frame. The premises are secure and there are good procedures in place to prevent unwanted visitors gaining entry. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the procedures so they learn how to leave the premises quickly and safely.

Staff have an understanding of the signs and symptoms of abuse and know what action to take if they have a concern about a child in their care. This ensures staff recognise when a child is in danger and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children benefit from regular outside play. Staff support children suitably when outside, encouraging them to explore their environment and giving them access to a range of suitable

equipment. Children are able to choose from the range of activities available to them outside, as they are easily accessible. Staff organise the children suitably outside encouraging the children to take turns and try out new activities. For example, an adult showed a child how to use a piece of equipment, praised, and encouraged the child's achievements.

Children's opportunities to enjoy and learn from a range of activities that allow them to explore and investigate indoors are limited due to their organisation. This means children are not always able to make decisions about what they do, when they do it and how. This limits their development as confident and independent learners with high self-esteem. They generally relate well to staff and some to each other. Children are generally confident to approach staff indicating good trusting relationships are being built.

Staff interaction with children is generally limited during activities, which means children's learning opportunities are restricted. However, some staff ask questions to make children think. For example, a staff member asked the children what they thought the weather was like today and suggested it was raining when the sun was shining. Children responded enthusiastically to her mistake saying that the sun was shining and laughing with her that she thought it was raining. The staff member asked the children open questions about the seasons, days of the week, date and made them think about what clothes they needed to wear at different times of the year. The children enjoyed the interaction with the staff member and were able to sit and play an active role in the activity.

Nursery Education

The quality of teaching and learning is inadequate. Some staff have a limited understanding of how children develop and learn and do not have a suitable understanding of the Foundation Stage to ensure children's developmental needs are met. There is some planning in place; however, the person in charge was unaware of this, as the provider had not informed the new member of staff. Therefore the staff member had not been using this planning, but had written up basic lists of equipment that should be accessible to children at each session which did not relate to the six areas of learning. This did not help the inexperienced staff to understand their role and use the resources to their full advantage. Staff do complete observations on children, however as planning is not in place these observations are not used to identify children's next stage of learning or at present to update their development records. This means opportunities to extend children's learning are not met.

No member of staff has an understanding of the code of practice on the identification and assessment of Special Educational Needs. This means the needs of children with special educational needs or learning disabilities are not suitably met. Staff do not make good use of daily routines; they miss opportunities to extend children's learning and to follow their interests. Interaction between staff and children when completing activities is limited. Some staff do not question children effectively to make them think and extend their knowledge. Resources are sometimes limited and some activities are adult led. For example, on the first day, tables did not have activities on them, children had to ask for paper and the setting ran out of paint when completing an art activity.

Children have opportunities to be independent as they are able to see to their personal needs such as dressing and undressing and deciding when to have a drink. However, the organisation of resources limits children's opportunities to access and choose freely. Children are beginning to develop suitable relationships with peers and adults. They have some difficulty sharing and taking turns when playing together. Limited opportunities are given to children to understand

differences in their lives to others around them. Children enjoy books and handle them carefully. They spend time sharing books with friends and adults and can relate well-known stories, for example, an adult reading a book to the children about a bear hunt. Children are able to join in with well-known refrains, join in with the actions and were given opportunities to talk about the pictures throughout the story. Children's language is developing well and some opportunities are given for them to practise writing, however, due to the limited range of resources and the accessibility of these, opportunities are missed. Adults miss opportunities to encourage children to mark make, writing children's name on their work and by not ensuring drawing utensils are in good working order.

Children are interested in numbers and counting and learn how to use numbers in everyday situations and show that they have an understanding of size through practical activities, for example, children outside counting the stepping stones as they moved from one to another with an adult. Children have limited opportunities to use their senses, as adults do not make opportunities available to them. Opportunities are made available for children to practise their cutting and joining skills. They have some opportunities to select and use appropriate materials and tools to create collages and models. Children have access to information and communication technology, but do not choose to access these. Adults do not encourage children's use of the computer. They have some opportunities to learn about their own cultures and beliefs, and those of other people. Children use their imagination and express their ideas in a variety of ways. They act out well-known scenarios and stories during role-play. However, the role-play area is not always resourced fully to encourage children to explore and extend their experiences.

Helping children make a positive contribution

The provision is satisfactory.

Children have some opportunities to find out about the world around them and to celebrate different cultures from around the world. There is a range of activities and resources that provide children with a positive outlook on the wider world. No member of staff has an understanding of the code of practice on the identification and assessment of Special Educational Needs. This means the needs of children with special educational needs or learning disabilities are not suitably met. Spiritual, moral, social and cultural development is not fostered.

The staff offer some praise and encouragement for positive behaviour. However, they are not always deployed effectively to meet the needs of the children, resulting in some disagreements not being dealt with effectively and efficiently. Children are beginning to show concern for each other within the setting. They are beginning to be aware of each other's feelings and take these in to account when playing. The range of resources is limited; this means children are not sufficiently challenged and interested, resulting in bored and restless children.

Partnership with parents is inadequate. Parents receive limited information about the Foundation Stage. This means they are unable to play an active role in their child's learning. Development records are not updated regularly and not all parents are aware of these records held on their children. Parents have limited opportunities to discuss their child's progress with staff, as a range of opportunities are not made available.

Organisation

The organisation is satisfactory.

Leadership and management is inadequate. The provider has limited knowledge of the Foundation Stage and this is reflected in the practice of the setting. Planning that is available

at the setting has not been shared with staff to ensure that this is implemented to help children's development in the six areas of learning. However, the provider is committed to improvement through attending training and seeking support and guidance from relevant professionals to help development in this area. The new staff team within the setting are beginning to work well together and have regular staff meetings.

The person in charge has a relevant qualification for the role and sufficient staff hold or are working towards a relevant childcare qualification. An induction programme is in place to help staff understand their role. Policies and procedures do not reflect the settings practice and need updating and staffing records are not readily accessible at all times, so that they can contribute to the safety and welfare of the children Suitable contingency plans are in place to cover for absences to ensure children always have suitable supervision. However, there are weaknesses in the pre-schools practice which impact on children's well-being, full inclusion and the efficient and safe management of the provision to promote the welfare, care and learning of children within the setting. The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff are deployed effectively at all times to ensure children are well supervised
- develop an understanding of the Special Educational Needs Code of Practice to ensure that appropriate action can be taken when such a child is identified or admitted to the provision
- update policies and procedures of the setting to ensure they reflect the settings practice and are in line with current legislation

- ensure the name, home address and telephone number of every person employed on the premises is available at all times.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- develop planning and records held on children to reflect the Foundation Stage to ensure that it supports staff and helps children's development in the six areas of learning
- develop staff's knowledge of the Foundation Stage to ensure opportunities are not missed to extend and follow children's interests
- provide parents with information about the Foundation Stage so that they are kept informed of their child's development and can play an active role in their child's learning.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk