

# Tykes Pre-school

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY343079
<b>Inspection date</b>	09 October 2007
<b>Inspector</b>	June Fielden
<b>Setting Address</b>	Broadfield Youth & Community Centre, Broadfield, Crawley, West Sussex, RH11 9BA
<b>Telephone number</b>	01293 531337
<b>E-mail</b>	
<b>Registered person</b>	Victoria Rodena Bailey
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

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

There are currently 26 children aged from two to under five years on roll. Of these, 17 receive funding for early education. Children come from the local and surrounding areas. The pre-school supports children who speak English as an additional language.

The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm and welcoming environment. The pre-school has a policy excluding children if they are sick or infectious, in order to protect the wellbeing of others. Their accident record is well completed and signed by parents. They obtain written permission for the emergency medical treatment of children, to safeguard their welfare. Children follow effective hygiene routines to maintain their good health. They use liquid soap and paper towels in the toilets to prevent the risk of cross-contamination. Children are encouraged to use paper tissues when they need to blow their nose, and dispose of dirty ones appropriately, to avoid spreading infection.

Children are offered milk or water with their snack, and drinks are always available to them, to ensure they are not thirsty. They are given nutritious snacks, including fruit, vegetables and bread sticks. Staff develop children's understanding of healthy eating by talking to them about the foods which are good for them. They obtain information about children's allergies when they register at the pre-school, and all staff are made aware of them.

Children exercise in the pre-school's own enclosed outdoor play area, using bikes and other small vehicles to strengthen their muscles. They also use the nearby play park, where they squeal with pleasure as they run around. They keep fit as they climb, crawl, slide and balance on the large apparatus that is available to them. When it is wet outside children play a variety of games inside the setting, using the parachute. They shake it vigorously, run around the outside of it and crawl underneath. If children are tired they rest in the carpeted area, where there are cushions for them to lay on and soft toys to cuddle up to.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children move around freely in the spacious hall used by the pre-school, choosing the toys they wish to use. The hall is well organised into different areas to allow children to engage in a variety of activities each day. Children and parents are greeted by staff on arrival. The colourful wall boards displaying children's work create a pleasant atmosphere for them to play in. The resources staff set out for children to use each day are easily accessible to them, and appropriate to the age and abilities of all children.

Efficient measures are in place to ensure children's safety. The pre-school's fire procedures are on display and fire drills are recorded. They are held regularly, to ensure that children understand what to do in the case of an emergency. There is a secure system for the arrival and departure of children, and gates are in place at all of the exits from the hall, to make sure children cannot leave unsupervised. Staff obtain written permission from parents to take children on outings.

Children are effectively protected from harm, as staff attend training in child protection. They know that any worries they have are to be reported to the manager. There is an incident book to record their concerns, and the manager has the necessary telephone numbers easily accessible, to enable her to seek advice. She understands when it is necessary to report her concerns to the appropriate authority.

## Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have choice and freely choose the resources they wish to use. Younger children participate in the same activities as the older ones, and are given extra assistance from staff as necessary. Staff remain close by, ready to offer children support. For example, during play with the parachute, one member of staff held a child's hand when it was their turn to join in, and ran around the circle of children with them. Younger children mainly attend the afternoon sessions, when resources which are more appropriate to their age are made available for them to use. Some staff have had training in the Birth to three matters framework and this is used in planning. The appropriate development records are completed to record the achievements of children under three years of age.

### Nursery Education

The quality of teaching and learning is satisfactory. Children learn through free play, focused activities and some input from staff when the whole group are gathered together. Staff participate in activities with children, involving themselves in the role play. They talk to them during tasks, checking their knowledge and understanding. Staff discuss with children what they are doing and offer them advice to enable them to complete the tasks. However, some equipment is not always ready for children to use at the start of the day, and the number of children participating in activities, such as using the computer, are not limited by staff. Consequently, on these occasions children do not always benefit fully from their experience, as they are unable to engage properly in the task.

The pre-school have recently changed the manner in which activities are offered to children, providing different workshop areas, where equipment is placed on trolleys for children to access for themselves. A member of staff is in charge of each area and makes notes on how children use their area to inform future planning. The medium and short term planning has just been developed, and includes activities based on children's interests, to ensure that it is more child led. Other activities are chosen by staff to provide a balanced curriculum. However, the long term planning is not yet in place, to enable staff to check that all aspects of the six areas of learning for the Foundation Stage curriculum are covered. The planning is discussed weekly at staff meetings. Staff use their assessment of the previous weeks planning to assist them in deciding the next steps children need to take in their learning. Observations of children are on-going, and used by their key worker to complete children's development records. The aspects of learning achieved are highlighted and colour coded to show the term in which they were met. They are completed in an appropriate manner and show that children are making sound progress in the Foundation Stage curriculum.

Children are all greeted individually by a member of staff at registration time, raising their self-esteem. They question the children about the weather and the day of the week at the start of the session, enabling them to speak in front of the group and answer questions. Staff talk to them while they complete activities and build relationships with them as they join in their play. As a result, children are confident enough to approach adults themselves to engage them in conversation. Staff develop children's interest in books by sharing stories with them and asking them if they wish to take a book home each day for their parents to read to them. Children play alongside each other and have the opportunity to socialise and form friendships as they sit in groups to have their snack. However, some opportunities to encourage children to operate independently are missed, as they are not always encouraged to write their name on their work, or to prepare the fruit at snack time.

Children become familiar with number through everyday activities, such as counting the number of steps they take across a bridge in the play park or the number of particular items of food in the role play area. They are introduced to measure by staff drawing around their outline on paper, so that they can use the large tape measures to see how tall they are. Staff provide children with a selection of battery operated toys to explore and enable them to use their senses by making interactive wallboard displays of their work. Children plant bulbs with staff in the outdoor play area, in order to watch them grow and develop. They find out about the environment around the pre-school during the walks they are taken on by staff, when they look at the different types of transport that pass through the local area.

Staff sing with children during whole group sessions, developing their ability to learn and memorise simple rhymes. Children have access to a variety of different materials to allow them to cut and stick using a range of scissors and glue. Staff assist children during art and craft activities, to develop their creative abilities. They talk to children about colours whenever an appropriate occasion arises, such as when children are completing computer programmes, or discussing the colour of their clothing. Children use their small muscle skills as they thread small objects or play with the puzzles which have pieces that need to be carefully fitted into place. They manipulate malleable materials such as play dough, using their fingers to push and flatten it to create different shapes

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are all treated with equal concern by staff, and given individual attention when required. Staff liaise with parents when their child starts attending the setting, to obtain information about their particular requirements. Appropriate resources are provided to promote children's understanding of diversity, including books, puzzles and music from other cultures. Staff celebrate festivals from a variety of cultures with children and involve them in activities that are linked to these. They have a suitable understanding of how to care for children with learning difficulties and disabilities, and some staff are attending training in this subject. They work alongside other professionals to improve outcomes for these children.

Staff manage challenging behaviour by giving children small rewards to those who show improvement, such as a certificate or stickers at the end of the week. Children are praised when they behave well. However, staff do not always react quickly enough to resolve disputes that arise between children. As a result, opportunities to encourage them to share and negotiate are missed. Children are beginning to develop an understanding of the need to show kindness to others. For example, one child put some fruit on another's plate, at snack time, when reminded not to take it all for themselves. They are helpful to adults, and when asked, assist staff in tidying up the setting. The setting fosters children's spiritual, moral, social and cultural development.

The partnership with parents is satisfactory. There is a notice board for parents, where all the necessary information is made available to them, including the policies and procedures. This provides parents with some information about what children are currently learning, such as the numbers and letters each week. Parents are invited to take their child to settling in visits, to enable them to become familiar with pre-school routines before they start attending the setting. They are positive about the care provided for their child, and the feedback they receive on their progress. Parents are provided with information about the Foundation Stage curriculum when their child starts at the setting, and there are open days when they can look at their child's records and discuss them with staff. They are given some opportunities to assist at the

pre-school and provide materials for children to use in activities. Staff produce newsletters for parents, and are available to speak to them at the beginning and end of sessions.

## **Organisation**

The organisation is satisfactory.

Children are cared for by appropriately qualified staff. The setting has sound recruitment and induction procedures in place, and both the owner and the manager are involved in the appointment process. New staff are offered training to ensure that their knowledge in essential subjects such as child protection and health and safety is up to date. Suitable contingency arrangements are in place to provide cover for staff absences. Children's records are stored securely on the premises, in order to maintain confidentiality, and available to a child's parents on request. All the necessary policies are all in place, including a complaints procedure, to make parents aware of how concerns raised are handled by staff. However, the details of curriculum planning that are available to parents in the policies and operational procedures file have not been updated to reflect the current system of planning at the setting. As a result, some of the information currently available to parents is inaccurate.

The leadership and management of the setting is satisfactory. The manager is responsible for the day to day running of the pre-school and organising the key worker system. All staff, including the owner, are involved in producing the planning, policies and completing children's profiles. The manager delegates responsibility for other duties to members of staff, according to their particular interests. There are weekly staff meetings to discuss the planning and any other issues that arise. Staff work together as a team, and meet for a short while before the start of each session, when necessary information is cascaded to all. They are continuing to develop the new system of planning they have recently introduced at the setting. The manager offers staff the chance to extend their knowledge and understanding in different areas by choosing the training courses they wish to attend. However, opportunities are missed to enable children to act independently and to gain maximum benefit from some activities, as the number of children using equipment is not restricted. The setting meets the needs of the range of children for whom they provide.

## **Improvements since the last inspection**

The last inspection report recommended that the policies and procedures of the setting are updated to ensure they reflect their practice and are in line with current legislation, and that staff are deployed effectively at all times, to ensure children are well supervised. It was also recommended that staff 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, and that the contact details of every person employed on the premises is available at all times.

The pre-school has recently reviewed and updated all their policies and procedures, which are now appropriate to the setting and in line with legislation. As a result, parents are informed of the current arrangements in place for the care of their child. The manager now organises which area of the setting each member of staff is responsible for each week, to maintain children's safety. Staff are attending training in learning difficulties and disabilities, and developing their understanding of the Special Educational Needs Code of Practice. Members of staff who have already attended training cascade information to other staff. They work with parents and other professionals to identify and make appropriate provision for these children. The manager has

a record of the name, home address and telephone number of every person employed on the premises, which is available at all times, to contribute to the safety and welfare of the children.

The actions raised to improve the quality and standards of nursery education stated that the pre-school must develop staff's knowledge of the Foundation Stage to ensure opportunities are not missed to extend and follow children's interests. The pre-school must 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. In addition, they must 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.

The pre-school staff have attended, or are in the process of attending, courses to improve their knowledge and understanding of the Foundation Stage. They make regular observations of the children, which are used during planning meetings to ensure activities which reflect children's interests are included. Staff are developing a system of planning based on the information provided in the courses they have attended. The planning covers all six areas of learning to assist in children's development, and supports staff in the delivery of the curriculum. As the planning has not yet been fully developed, a recommendation has been included in the current report to ensure that they continue with this process. The setting now provides parents with information on the Foundation Stage when their child starts at the setting, and they are given the opportunity to discuss their child's progress in this at open days, where they see their achievement records. Some information about what children are learning is displayed on the notice board for parents, to keep them appropriately informed, and to allow them to follow this up with their child at home, if they wish.

### **Complaints since the last inspection**

Since the last inspection 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.

## **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 satisfactory.

### **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 that staff react quickly to disagreements between children to encourage them to share and negotiate

- ensure that the file of information available to parents is reviewed, to reflect recent changes in the planning.

### **The quality and standards of the nursery education**

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

- continue to develop the planning
- ensure that there are greater opportunities for children to operate independently
- ensure that all equipment is ready to use, and that the number of children accessing it at any one time is limited, to enable them to obtain maximum benefit from the experience.

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](http://www.ofsted.gov.uk)