

# Tadpole Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY388325
<b>Inspection date</b>	02/06/2009
<b>Inspector</b>	Bridget Copson

<b>Setting address</b>	Combe St. Nicholas School, Combe St. Nicholas, CHARD, Somerset, TA20 3NG
<b>Telephone number</b>	01460 63116
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Tadpoles Pre School opened in approximately 1976 and registered at the Elliot building in the grounds of Combe St Nicholas School, Chard, Somerset in 2008. It is now run by the governors of the school. The group has one play room with access to kitchen and toilet facilities, the Key Stage one unit and the village hall for gym sessions. There is an enclosed area to the rear of the premises for outside play as well as use of the school playground and field and the parish Sunday School wood.

A maximum of 16 children from two years to under five years may attend the pre-school at any one time. The Pre-School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open during term times only. Sessions are provided on Mondays and Fridays from 09:00 to 12:30, which includes a lunch club, and on Tuesdays, Wednesdays and Thursdays from 09:00 to 15:00. There are currently 15 children in the early years age group on roll. The group cares for children with learning difficulties.

The pre-school employs four staff members to work directly with the children, most of whom hold early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's individual care and learning needs are met well and they are supported closely in all areas of the provision. Their individuality and interests are promoted with consideration to ensure they are all included fully. As a result, children are making good progress through the Early Years Foundation Stage and are developing positive attitudes. The setting has effective systems in place to promote on-going improvements to the quality of care and learning provided, although these do not ensure all requirements are met.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure parents are informed about children's food storage arrangements to promote good food hygiene.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of all risk assessments for outings, stating when it was carried out and by whom (Documentation)

02/07/2009

## **The leadership and management of the early years provision**

Staff maintain policies, procedures and records to promote the safe and effective management of the setting and to meet children's needs. Risk assessments are carried out for all aspects of the provision, however, no record is kept for the occasional outings to the village playground. This is a breach of regulation. Employment and vetting procedures ensure staff's suitability is assessed to safeguard children. Staff induction and performance reviews monitor their on-going suitability, although these do not promote regular training and development for all staff to support them in further meeting children's needs. The setting has started to develop a self-evaluation of their provision to identify any areas for improvement in children's care and learning.

Staff work efficiently as a team creating a well-organised and cheerful environment in which children are happy and settled. They have a secure knowledge of child protection issues and the procedures to follow in order to act in children's best interests. The pre-school staff have very close links with the school, which all children attend. This ensures ratios are met at all times, good levels of supervision are maintained and children are cared for and taught consistently to provide a smooth transition into school.

Staff have established good partnerships with parents and some others involved in children's care and development. Parents are provided with information about the setting, invited to open sessions and their opinions sought through questionnaires. Parents are kept informed through notice boards, weekly newsletters and daily communication with staff.

## **The quality and standards of the early years provision**

Children benefit from a good range of well-maintained resources and activities to support their interests and all areas of learning. The enabling environment allows them to see and choose independently, and as a result, children lead and extend their own learning. They benefit from a balance of free play, organised activities and free-flow play between the playroom and garden, maximising their experiences according to their preferences. The two main staff interact skilfully, knowing when to stand back and observe and when to step in and support and guide children. They plan and monitor children's learning well and on an individual basis and plan their next steps each week. However, this information is not readily accessible to other staff to support them in extending children's learning further.

Children arrive happy and excited, seeking out friends and finding favourite activities to settle into. They engage for long periods in their play and show pride in their work. Children are confident and articulate communicators. They listen well and talk freely, sharing their thoughts, ideas and knowledge in discussions. Staff question children to encourage them to think and make decisions. Children are learning to problem solve and are developing a very good understanding of numbers and shapes through topical activities. For example, painting with shape blocks and visiting the church where they find square and rectangle wall stones,

circular door handles and lights, and diamond leaded windows. Children make excellent use of their local environment to explore nature and growth as well as utilising village facilities. They are also very involved within the school and any village celebrations, all of which supports their sense of belonging. Children use their imaginations well in creative activities, role play and with stories. For example, they use the Sunday School wood to act out the 'Bear Hunt' story and to play games. Children behave extremely well and are developing positive attitudes towards others and an understanding of their own and other people's needs and feelings. They are well supported by staff who treat them with respect and act as very good role models.

Children's welfare is promoted effectively through the provision of a safe and generally hygienic environment. Staff carry out daily checks to monitor the environment and to ensure all safety measures are in place. However, parents are not informed of the food storage restrictions, and as a result, children's food is not stored hygienically for lunch or snack times. Children are developing a good understanding of how to keep safe and staff discuss dangers prior to all trips and re-assess safety on a frequent basis. Children's physical development and fitness is promoted well through fresh air and exercise daily and using different environments for physical activities. In addition, children learn about nutrition lifestyles to support their healthy lifestyles.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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