

Tots and Toys at Burnwood

Inspection report for early years provision

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Inspector Christine Millet

Setting address Burnwood Community Primary School, Chell Heath Road,
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Type of setting 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

Tots and Toys Pre-school opened in 1998 and is run by a committee. It operates from one room in Burnwood Community Primary School, Chell Heath, Stoke-on-Trent, Staffordshire and serves the local community. Disabled access is provided.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.00 to 11.30 and from 12.15 to 14.45 on Wednesdays and Thursdays during school term-times. All children share access to a secure enclosed outdoor play area. Links with the school and Nursery are well established.

The setting is on the Early Years Register as well as the compulsory part of the Childcare Register. There are currently 36 children aged from two- to four-years-old on roll. Of these, 26 children receive funding for nursery education. Children come from the local area. The pre-school currently supports children with learning difficulties and/or disabilities, and also supports children who speak English as an additional language.

The pre-school employs five staff. All of whom have appropriate early years qualifications.

Overall effectiveness of the early years provision

Tots and Toys is an outstanding setting which provides a wide range of highly stimulating and enjoyable experiences for all children. In this inclusive setting the needs of all children are extremely well met by knowledgeable and caring staff. Thorough planning ensures challenging activities in all six areas of learning, both indoors and out. Consequently children make very good progress through their stages of development. Strong links with parents and sensitive induction procedures ensure children settle in quickly. The setting has outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure consistent use of assessments to indicate next steps in learning.

The leadership and management of the early years provision

The enthusiastic and dedicated manager has high aspirations and is a committed and reflective practitioner with an excellent understanding of the Early Years Foundation Stage. She is extremely well-supported by ambitious, well-qualified staff and together they form a very strong team.

Safeguarding has a high priority. The setting's manager, along with the steering committee, ensures that all policies and procedures are in place and reviewed regularly. Self-evaluation is now established and is being used as a valuable development tool. Staff members are used to reflecting on their own practice, and are constantly looking to identify new areas for improvement within the setting, as well as highlighting areas for their own professional development. All recommendations made at the previous inspection have been effectively carried out.

Staff members have succeeded in creating a highly safe and secure environment where risk is minimised and children are well-cared for. All children feel safe within the setting, exploring their surroundings with confidence. In the event of an accident, appropriate action is taken as staff members have had first-aid training. Risk assessments are carried out on a regular basis.

Strong partnerships exist between the setting and parents. Parents are well-informed and have great confidence in the provision. 'Very caring' and 'Ten out of ten for Tots and Toys' are typical of parents' comments. The needs of all children are very well met to ensure progress is made. There are links with the off-site Nursery to ensure that children make a smooth transition to the next phase. The full impact of the provision is seen in the confident way in which children approach their learning and the enjoyment they get from it.

The quality and standards of the early years provision

The Tots and Toys' motto of 'Learning for Life, through Play' is put into practice extremely effectively.

The setting offers a stimulating environment which has been successfully enhanced through the imagination and hard work of a dedicated team of staff. Children's work is displayed attractively throughout the room showing that it is valued. The six areas of learning are reflected both indoors and out. These young learners are provided with excellent opportunities to help them progress in all areas of learning and prepare them well for the next steps in their education.

Activities are well chosen to stimulate enquiry and broaden children's understanding of the world. There is a very good balance between child-initiated and adult-led activities. Children are free to explore and make choices whilst skilful adult intervention, as seen in the florist's shop, models good language and encourages children to think for themselves and collaborate with others. Children enjoy using the interactive whiteboard. The extensive outdoor facilities contribute greatly to physical development offering places to explore and take measured risks in a safe environment, whilst also providing multi-sensory experiences. An outdoor session, beginning with the story of 'The Very Hungry Caterpillar', held children's attention and they happily joined in with the song that followed. Children were then enthralled by the observation of real live hungry caterpillars and handled the container very carefully, learning respect for nature and living things.

Children learn about life in other countries through music, art and festivals. The

outdoor road markings help them learn about road safety. Staff members know the children well and understand what they enjoy and how to make learning fun.

The high-quality planning and good organisation ensure that every child is suitably challenged. Children with learning difficulties and/or disabilities, and those who speak English as an additional language are also very well-supported. An effective key person system is in place, enabling staff to provide each child with an individual approach, adapting planning to support specific needs. The success of this strategy is evident in the assured way in which children learn to play together and interact with adults. Informal and formal observations are carried out regularly by all staff. These assessments are recorded to help plot progress and identify children with specific needs and ensure that those needs are being met. The system for recording these assessments, however, does not consistently indicate next steps in learning.

Staff members follow clear procedures and exercise good hygiene practices at all times to effectively promote children's understanding of a healthy lifestyle. Children benefit from healthy foods. Drinking water is readily available. Snack times are very social occasions where children learn to become independent as they choose what to eat, and take responsibility for clearing away their beaker and plates. It is at these times that they make friends, develop good manners and a strong sense of belonging.

Children clearly enjoy their time at Tots and Toys and thrive on the staff members' attention and interaction. Staff members are consistent in their approach to managing children's behaviour. They treat the children sensitively and act as positive role models. Consequently, children develop an understanding of what is right and wrong and learn to be kind and helpful.

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

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| 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? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| 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? | 1 |

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Annex B: the Childcare Register

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

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