

Hundon Tiddlywinks Pre-School

Inspection report for early years provision

Unique reference number

251530

Inspection date

07/10/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Hundon Tiddlywinks Pre-school opened in the 1960s and is run by a voluntary committee. It operates from the village hall in the centre of Hundon. All children share access to a secure enclosed outdoor play area. The setting is accessed via a low step.

A maximum of 32 children may attend the group at any one time. There are currently 17 children aged from two to under five years on roll. Of these, 15 receive funding for early education. Children come from both the local and wider catchment area. The pre-school is open each weekday morning during school term time only. Sessions are from 9.00am until 12.00pm. There is a lunch club from 12.00pm to 1.00pm twice a week. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs and/or disabilities and where English is an additional language.

The pre-school employs four staff; of these, all hold appropriate early years qualifications. Two members of staff are working towards a higher qualification. The setting receives support from a teacher from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by staff. Children's individual needs are fully understood by staff and through regular observations their interests and the next steps in their learning is identified and included in the weekly plans. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that each child's needs are fully understood and can be supported. The setting has established effective procedures for evaluating and monitoring their good practice and have in place strategies to ensure this is undertaken on a regular basis, so ongoing improvements are clearly identified.

What steps need to be taken to improve provision further?

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

- develop partnership working further to provide opportunities for parents to share in their children's learning and consider ways of liaising with other providers delivering the EYFS to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff have a good understanding of their responsibilities so that maintaining children's welfare remains a high priority. Risk assessments ensure that all areas are safe for children to access and there is an action plan in place for any identified risks. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is effectively promoted.

There is a comprehensive range of policies and procedures in place to support the clear aims of the pre-school which are shared with parents. Through the notice board, regular newsletters and information on activities for parents to do at home with their children, they are kept fully informed about what is happening at the pre-school to ensure they are involved in their child's early education. Parents' views are sought through annual questionnaires when deciding on any changes to practice at the pre-school ensuring that they are kept involved and their views acknowledged. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's records with staff at any time. Parents are encouraged to add comments about their child's learning and development at home. However, not all parents add to their child's progress files to ensure staff are kept up-to-date with children's individual needs and interests. The staff work well with the local primary school to ensure that they are provided with appropriate support for a smooth transition when they start. They are developing ways to link with other providers delivering the EYFS the children attend to exchange information on children's learning and development. This will ensure children's needs are fully supported, met and for the continuity of their care.

The pre-school have effective systems in place to evaluate their practice; they ensure that all staff and parents' views are sought to ensure improvements have a positive effect on children's learning and development. The outside play area has been completed to enhance and benefit children's learning and development; children access this freely and make choices about where they wish to play. The pre-school have completed the 'Quality Assurance' scheme. This shows their dedication to improve and maintain high standards to benefit children. Staff are fully supported in their training; this helps to enhance their knowledge and experience to ensure outcomes for children's learning and development remain positive. There are clear action plans in place with areas for development clearly identified which is updated on a regular basis when action has been taken to improve practice. The self-evaluation shows the pre-school's commitment to positive improvement and includes areas for development.

The quality and standards of the early years provision and outcomes for children

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Staff sit with children at snack time making it a social occasion asking them questions which helps to promote their thinking. Children can help themselves freely to water which is placed within their reach ensuring that they are not thirsty. Through topics on health, children have developed a good understanding on what foods they need to eat to keep themselves healthy. Children have developed a good understanding on why they need to wash their hands before eating or after using the toilet. They wash their hands or use antibacterial gel to ensure that their hands are clean and have a special song they sing to help remind them. Children have regular access to the outside play area where they access a range of equipment and are taken on regular walks to promote their physical development. They can also access the local play area next to the setting to use the large equipment. This allows them to climb, slide and use the swings to exercise their bodies to promote their healthy growth and development.

Children are provided with a wide range of resources and activities to promote their learning and development. Staff are fully involved with the children which ensures that they can get the best from the activities provided and make good progress. All children help at tidy-up time and are learning to share and take turns with resources and activities. Children communicate well with each other and through effective questioning by staff they are developing their thinking skills. Children enjoy looking at books; they handle them carefully and know that words are meaningful. Children are provided with resources that show positive images of the wider world. They participate in activities based on the beliefs of others through celebrating different cultural festivals during the year. Children are reminded to sit on their bottoms when on chairs and to use their 'walking feet' inside. This helps children to develop an understanding on how to keep themselves safe and prevents accidents. Children use tape measures to compare the length of objects outside, they then write down the numbers. This raises their awareness of numbers, size and problem solving. Children count and calculate how many pipe cleaners they will need to make legs for their spiders during a craft activity on the theme of Halloween. Staff use mathematical language as they ask children how many they have and how many more are needed to make eight.

Children are confident communicators and eagerly share what they are doing with staff and other children. There is lots of interaction between the staff and children to develop their vocabulary and speech as staff introduce new words to describe different textures. For example, children mix water with corn flour to make a paste which staff describe as 'gloopy'. Children have access to a range of resources for mark-making both inside and outside to promote their early writing skills. They enjoy listening to and joining in with songs and action rhymes which helps to develop their language and physical skills. All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's interests to support their progress. They undertake regular observations on children to identify their interests and the next step in their development, which are included in the

weekly plans. The planning includes a mix of adult- and child-initiated activities to promote children's individual interests and learning. Children's records show what they can do, have achieved and are clearly linked to the six areas of learning and show how children are making progress in their development.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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