

Tiddleywinks Pre School

Inspection report for early years provision

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Inspector Lynn Reeves

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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*.

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Description of the setting

Tiddleywinks Pre-School is a privately owned group which registered in 1998 and re-registered in its current premises in 2009. It operates from the Church of Ascension, which is in a residential area of Portsmouth, Hampshire. There is a ramp leading into the setting and there is a fully secure outdoor play area. Children have access to the main hall and toilet facilities.

The pre-school is registered on the Early Years Register to provide care for 26 children aged two to five years at any one time. Currently there are 17 children on roll. The pre-school supports children who have special educational needs and/or disabilities and also supports children who speak English as an additional language. The group is open weekdays during term time from 9:15am to 11:45am and some afternoon sessions between 12.30pm and 3.00pm when the need arises. There are three members of staff, including the manager, employed to work with the children. All staff have child care qualifications. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have good knowledge and understanding about the Early Years Foundation Stage. They are skilled at ensuring that all children can take part in activities. Staff provide a sound base for settling smaller children. Their dedicated awareness of individual children's needs enables them to effectively nurture and promote children's welfare and learning. There are systems in place to monitor and evaluate the effectiveness of the setting and staff work well as a team to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- provide children with increased access to the full range of resources for play
- provide more opportunities to encourage children to be independent and make decisions for themselves

The effectiveness of leadership and management of the early years provision

All children are safeguarded because the staff are aware of the child protection procedures. They know how to report any concerns that may be identified to protect the children who attend. There are robust recruitment and vetting procedures in place to ensure all people who come into contact with children are suitable to do so. The premises are kept secure. All visitors have to sign in the visitors' book and passwords are given to parents to ensure any unknown person

collecting a child has the correct permission. Written risk assessments are carried out and reviewed regularly to ensure the premises and areas used by the children are safe and secure. The pre-school staff show strong team work. They are actively encouraged to attend training courses to ensure their knowledge and understanding of the Early Years Foundation Stage (EYFS) continues to develop, for the benefit of the children.

Staff are deployed well around the setting which ensures that all children are effectively supported and supervised. They spend their time purposefully engaged with the children building warm and trusting relationships, which has a positive impact on progress and learning. The sessions run smoothly and children benefit from the free flow environment where they can make their own choice of indoor or outdoor play. Space is used well to ensure all children are able to participate fully in the range of activities made available. However, children do not always have full access to all resources to fully support their learning. For example, the computer is only made available during certain sessions and the role play area lacks resources to encourage children to fully develop their imagination.

The pre-school welcome children from any culture or religious belief and the manager is keen to embrace diversity. Children access a range of resources that reflect diversity. They are developing their knowledge and understanding of the wider world through planned festivals, celebrations and food tasting activities. The Special Educational Needs Co-ordinator has close links with other professionals to ensure children with any special educational needs and/or disabilities are appropriately supported.

Partnership with parents is strong. There are good procedures in place to regularly share children's learning and achievements at handover, collection time and through termly meetings. Parents' views are sought from time to time through discussion or the suggestion box. When children first attend information is gathered about their individual welfare requirements such as allergies, dietary or medical needs and this is recorded on their registration forms. Information about the children's starting points with regard to the early learning goals is collated. This enables staff to begin to track and monitor the children's progress. A newsletter is issued on a termly basis. Policies are shown when parents first visit and are available at the setting to view whenever required. Parents are encouraged to be involved in home learning and are provided with "activities to do at home" sheets. All records are maintained for the safe and efficient management of the setting.

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

Children feel safe and secure at the pre-school. Any small upsets on arrival are handled sensitively by the staff to ensure children are settled and happy to participate. Children have very good opportunities to recognise their own name as they self-register on arrival and show confidence as they happily talk to their peers and adults. Resources are easily identifiable for children to explore and investigate. Their sense of belonging is promoted as they see evidence of their own creations displayed on the notice boards. Self-care skills are developing. Children are

encouraged to visit the toilet themselves and make their own choices of play. However, this is not being fully promoted as the staff tend to prepare the snacks and pour the drinks for the children and there are no facilities for children to hang up their own coats. Children gain a good understanding that text has meaning through a variety of print displayed around the setting and they thoroughly enjoy story time. Children listen intently as the staff member reads the story with the aid of "Nursery Narrative" pictorial cards and often predict the ending. They access books independently, turning the pages and starting to learn that text has meaning. They enjoy sitting together on the mat for registration, talking about the weather and use their 'listening ears' well to follow instructions. Children have opportunities to mark make during role play and at the writing table, however, there is little encouragement in place to let children attempt to write their own names.

Children are happy at the setting where they are fully supported and actively encouraged to achieve and enjoy. Children have good opportunities to explore creativity through daily arts and crafts such as stamp and marble printing, gluing, sticking with various media or playing in the sand tray. They make good use of small world and pretend play resources in the home corner. They pretend to make appointments to see the doctor with the mobile phones, listen to heart beats with the stethoscope and enjoy serving play food to staff and peers. Staff know the children well and provide resources to foster interests whilst also ensuring they experience a balanced curriculum. During outdoor play the children watch the spiders in their webs and run indoors to find the magnifying glasses. They scream with excitement as they look through the glass to see the spiders getting bigger and talk about how many legs they have. This experience is then discussed during circle time and then linked to songs as the children enjoy acting out the actions to Incy Wincy Spider. Children learn mathematical concepts such as weighing and counting or sorting compare bears, looking at the time on the clock and using the calculators to recognise numerals.

Healthy eating is promoted at the setting with children enjoying varied fresh and dried fruits, savoury snacks, milk and water. Children adopt good habits for being healthy as they know why it is important to clean hands regularly, using either soap and water or sanitizing gel. They are beginning to learn through discussion after exercise how their body feels and how it is beneficial.

Children show a sense that they feel safe as they confidently interact with peers and staff and freely explore play opportunities. Children regularly practise fire evacuations. They are given gentle reminders when play fighting to be gentle in case someone falls over and gets hurt. During a play activity one child talked about the baby bear staying in the middle of mummy and daddy bear to stay safe. Children learn and are reminded of the pre-school rules to be kind, share and respect each other and the toys. Children's behaviour is good in the setting as they share and play cooperatively with peers. They benefit from a wealth of praise and encouragement and compliments offered from the staff which has a positive impact on their self-esteem and sense of belonging.

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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