

# Tots R Us Pre-School

Inspection report for early years provision

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**Unique reference number** 127724  
**Inspection date** 16/10/2009  
**Inspector** Clementina Ogunsanwo

**Setting address** c/o THE MOBILE, Eythorne & Elvington Primary School,  
Adelaide Road, Eythorne, Eythorne, Dover, Kent, CT15 4AN  
**Telephone number** 07944 737 134  
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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

Tots R Us Pre-School is a committee run group. It opened in 1997 and operates from one main room in a mobile, located in the grounds of Eythorne and Elvington village Primary School, near Dover, Kent. The pre-school children have access to the school's outdoor playground and a secure enclosed outdoor play area. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 8.45am to 3.30pm term time only.

There are currently 32 children on roll all of whom are within the early years age range. Children come from the local community. The pre-school currently supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school employs five staff. One member of staff has a National Vocational Qualification (NVQ) at Level 4. Two staff have an NVQ at Level 3, one has an NVQ at Level 2, whilst one member of staff is working towards an NVQ at Level 2 qualification. The setting is a member of the Pre-school Learning Alliance. The setting receives support from the local authority. The pre-school is registered on both the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and liaises well with the main primary school. A ramp facilitates access for children who may require wheelchair access.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Tots R Us is a good pre-school. Children's learning and development are promoted well in a fully inclusive and conducive learning environment. Children positively respond to the caring staff that look after them and have settled well into familiar routines. All children, including those with special educational needs and/or disabilities and those learning English as an additional language are included well in the activities and use of resources. Parents and carers are confident about the quality of care and support their children receive as shown in one comment by a parent 'My child is happy here, staff are nice and helpful'. The club is well resourced and has a good capacity to improve further.

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

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

- promote children's awareness of equality and diversity by planning more activities that extend children's knowledge of cultures other than their own.

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

Leadership and management are good. Policies are accessible, well maintained and regularly reviewed. Safeguarding procedures are secure and risk assessments are carried out on a regular basis to protect the children and keep them safe on the site and during local outdoor trips. Self-evaluation is accurate and staff have promptly identified areas to develop the quality of provision by highlighting the need to maximise the use of the outdoor play environment as an active outdoor learning resource. Embedding ambition and driving improvement is good. The pre-school has formed good partnerships with the local authority's Early Years Service, the nearby children's centre and the main primary school, which assists them in improving the quality of provision. Staff work closely with the main primary school to increase their awareness of models of good practice in early years. Staff work well together as a team and share valuable background information with the main primary school and the children's centre, which facilitates consistency of approach in the care and education of the children. For example, the well organised lunch arrangements, during which children have lunch in the main primary school's dinner hall, prepares the children well for transferring into primary school.

All children are fully included in the range of activities and use of equipment. Equality and diversity is good. The celebrations of different cultural festivals are developing children's awareness of other cultures. Staff acknowledge the need to further develop children's understanding of different cultural lifestyles. The club is well resourced and makes effective use of the indoor accommodation to facilitate children's opportunities to explore and learn from their environment. For example, children actively use a magnifying lens and a microscope to observe differences and similarities in different natural materials, such as leaves, tree bark and pine cones. Children use the secure outdoor environment for active physical play sessions and make imaginative use of a range of suitable outdoor play equipment.

The pre-school maintains positive partnership with parents which enhance the continuity in children's learning. Parents contribute helpful background information about their children on entry to the pre-school and contribute to ongoing assessments of children's progress which assists staff in addressing the individual needs of the children. They are regularly kept informed of the pre-school activities; events through regular newsletters. Planning is good and covers all areas of learning. Staff use information from their evaluation of activities to plan the next steps for the children's learning. Subsequently children who require additional support to further develop their listening and concentration skills receive well targeted support and make good progress. Behaviour is good. The pre-school has effectively addressed the issues identified at the time of the previous inspection.

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

The pre-school provides a wide range of meaningful activities which sustain the children's interest. Staff positively interact with the children. For example, staff

actively engage with the children during enjoyable role play sessions and help the children make imaginative use of language and extend their play sessions. They have valuable opportunities to learn through games, such as textural play sessions during which they explore a range of textures and discuss their experiences in a group. Staff carefully use the information from previous assessments to carefully plan activities that take them to the next stage in their learning. Subsequently, pupils are making good progress towards achieving the Early Learning Goals. Behaviour is good. Children cooperate well during play and enjoy each other's company. Children's excellent safety awareness is evident in their prompt exit during a fire drill conducted during the inspection and in their sensible responses to staff's questions on why hand washing is important. Adults actively engage with the children as observed during the inspection when staff actively interacted with the children during action song sessions. Subsequently, children have valuable opportunities to extend their vocabulary as corresponding action precedes the words of the songs. The increased emphasis on learning through fun and games ensures the children's access to enjoyable learning opportunities.

Children are developing independence and are able to wash and dry their hands after activities and put on aprons with minimal assistance. They have positive contribution opportunities and actively take part in tidying up resources and equipment. Staff supervise children well during activities which promote their safety and well-being. Children have continual access to clean filtered drinking water and are provided with a healthy selection of fruit and milk during snack times, which is an enjoyable social event. Physical development is good. Children make imaginative movement with scooters and cars and demonstrate increasing awareness of space. The indoor learning environment is spacious and colourful, with attractive displays of children's work. Staff make effective use of the indoor environment by adapting it regularly to ensure children's access to a range of activities. Children have direct access to the safe and secure outdoor play area which supports children's play opportunities.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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

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