

Tykes Pre-School

Inspection report for early years provision

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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*.

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Description of the setting

Tykes Pre-School was registered in 2009. It operates from a community centre within the Tilgate area of Crawley, West Sussex. It is open during term time only and currently operates morning sessions from 9.30 am to 12 noon. All children share access to a secure outdoor play area. Children attend from the local area.

The provision is registered on the Early Years Register and a maximum of 26 children from two years to the end of the early years age group may attend at any one time. The setting is in receipt of funding for the provision of free early education. The pre-school supports children who have special educational needs and/or disabilities, or who speak English as an additional language. There are currently 22 children on roll, all of whom are in the early years age range. The pre-school employs four staff, of these, two hold appropriate early years qualifications and the other two are currently undertaking recognised qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a friendly, welcoming and inclusive environment in which their welfare, learning and development needs are appropriately met. Staff have a developing knowledge of the Early Years Foundation Stage (EYFS) and provide a range of activities based on children's interests and individual levels of attainment. Relationships are warm and positive so that all children feel secure and develop confidence and independence. Staff work together to care for each child and they communicate daily with parents to share general information about the children and links are established with other settings children attend. The setting has yet to introduce a formal system for evaluation.

What steps need to be taken to improve provision further?

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

- further develop the links between observations and planning to ensure all children's individual needs are consistently met
- develop systems to incorporate parents comments into children's individual records to ensure they contribute to and are fully involved with their child's learning on a regular basis
- develop systems of self-evaluation to identify the settings strengths and priorities for development that will improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff understand their responsibilities and they know the procedure to follow should they have a concern about children's welfare or safety. Recruitment procedures are sound and staff are vetted to ensure they are suitable to work with children. The building and grounds are secure to prevent uninvited visitors from entering and children are effectively supervised to ensure they play safely. Risk assessments, which are recorded and regularly reviewed, enable staff to identify and address potential dangers quickly. A full set of policies and procedures is in place, and followed by the staff to ensure children's welfare is effectively safeguarded and promoted.

Parents are happy with the service and the quality of care their children receive. Notice boards in the entrance provide relevant information to parents, such as photographs and information about what the children are learning. Individual files are maintained regularly for each child with observations, photographs and examples of their work, although next steps for children's learning are not clearly identified and do not include information given by parents. Links with other providers of the EYFS that children attend have been established to support their learning and care.

The staff team are committed to improving the setting. While there is no formal system in place to evaluate the provision for children's welfare, learning and development, the supervisor spent her first few months evaluating the provision. She has drawn up an action plan, including timescales to address the weaknesses she has highlighted. The staff meet regularly to reflect on their practice and provision.

The learning environment is organised to promote children's safety and independence. The range of furniture and equipment is clean and safe and meets the needs of the children in their care. The setting provides an inclusive service valuing all children as individuals and welcoming families from different backgrounds. There is good support for children with disabilities or learning needs, ensuring that they are fully included in the life of the pre-school. Staff have a positive attitude towards equality and diversity; they regularly plan activities which help to develop an understanding of a range of cultural backgrounds. Children feel good about themselves as staff treat them with respect. They develop self-esteem and confidence as they voice their opinions and make choices and decisions.

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

Children are happy and settled in the welcoming environment. They show considerable independence as they make choices about the toys and resources they want to play with. Staff implement the EYFS and make observations and assessment on children's progress; however, they do not always identify children's next steps of learning or clearly link it into the planning of future activities. The

wide selection of resources available ensures all children are given opportunities to make progress towards each of the early learning goals. However, they are not consistently challenged because staff do not always set resources up in a way that encourages children to extend their learning. Children develop a healthy interest in books, they enjoy sharing stories with adults and peers and delight in predictable endings. Their communication skills are fostered through various activities, including songs and rhymes. Children show an awareness of shape as they complete puzzles and participate in sequencing and matching games. Children enjoy a range of creative activities, which enables them to master using small tools, such as scissors, paint brushes, rolling pins and cutters. Staff and children laugh together and enjoy good relationships, helping to support children's personal development. Children are developing an awareness of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals.

Children enjoy a good range of activities and experiences both indoors and out, which actively contribute to their good health and well being. For example, daily access to outdoor play, regardless of the weather, ensures children develop physical skills and stay healthy. Children begin to develop an understanding of keeping themselves safe as they practise fire evacuation procedures. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. They have access to liquid soap, electric hand driers and paper towels minimising the risk of cross infection. Snack times are social occasions; as they eat staff talk to the children and encourage conversation promoting their social development. They are provided with a range of healthy snacks including bread sticks, dried and fresh fruit encouraging them to develop healthy eating practices. Topic work and food tasting activities further enhance children's understanding of healthy foods. Children feel safe as staff have caring relationships with them. They form strong attachments to adults and other children within the pre-school. All staff apply clear and consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Staff know individual children well and provide them with a good level of sensitive and appropriate support.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3

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