

Little Tinkers Preschool

Inspection report for early years provision

Unique reference number EY397284
Inspection date 24/02/2010
Inspector Cordalee Harrison

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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

Little Tinkers Preschool was registered in 2007 and re-registered at Simpson School in 2009; it operates from a classroom within the school. The preschool is privately owned and is registered on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. Preschool children share the washing and toilet facilities and the secure outdoor play area with the school's Foundation Stage class children.

The preschool is registered to care for a maximum of 30 children from two years to the end of the early years age group, of these, no more than eight may be under three years. Currently, there are 56 children on roll, all of whom are in the early years age group. The pre-school opens weekdays during term time. Opening times are from 9am until 3pm and children attend a variety of sessions. The preschool supports children with special educational needs and/or disabilities and children with English as an additional language. The preschool employs seven full-time staff. The manager is qualified to level 3 in childcare and education and the supervisor holds a foundation degree. All other staff hold relevant qualifications in childcare and education; four are qualified to level 3 or above. The manager and two other staff members are currently on training courses; this includes the supervisor who is working towards the Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their parents feel welcomed and valued in the preschool because staff are knowledgeable, positive and confident in their interactions with them. In addition, the environment is child centred. It is equipped with an extensive range of resources of excellent quality, which are appropriate to support and promote all areas of children's learning and development. The preschool's self-evaluation accurately reflects its overall performance. However, it is not comprehensive; not all issues relating to staff training are identified and some strategies relating to health are not fully effective. The preschool's management team are enthusiastic to provide the highest quality care and learning for children. They have clear ideas about how they will continue to gain improvement in the preschool. The preschool is committed to developing staff expertise through continuous training.

What steps need to be taken to improve provision further?

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

- make sure that all staff fully understand their role in all aspects of safeguarding
- further develop strategies to support children in developing an understanding of the importance of making healthy choices in relation to food.

The effectiveness of leadership and management of the early years provision

The preschool safeguards children's welfare and promotes learning and development to a high standard. They achieve several outstanding outcomes for children. There are systematic procedures for the vetting and induction of all staff. All staff in the preschool are cleared through the vetting procedure. Staff have good knowledge of the Early Years Foundation Stage and guidance, and implement it effectively in their daily practice. They apply safeguarding to all areas of their practice. All documentation required to safeguard children's health and welfare is in place; records include all necessary information. Policies such as safeguarding, child protection and policies about uncollected children are linked. Staff are familiar with most aspects of the child protection element of safeguarding. For example, they know the four main types of abuse and some of the signs and symptoms that may indicate that children are at risk from abuse and neglect. They are clear about lines of communication for dealing with concerns in the setting. However, not all staff understand the lines of communication with other agencies, such as, the local children's services and the registering authority.

Children are safe and secure in the preschool. The preschool uses regular risk assessments, daily hazard checks and close supervision effectively to identify and minimise risks for children in all areas. Fire fighting equipment is in place and the setting liaises closely with the school for fire drill practises. In addition, the premises are kept generally free of slipping and tripping hazards. The preschool provides children with healthy snacks, which includes a variety of fresh fruits and salad vegetables, milk and water each day. There is a good system in place for the management of children's allergies and dietary needs. Preschool staff understand the importance of balanced and nutritious food for the growth and welfare of every child. They are working with parents to help them understand the importance of providing children with nutritionally balanced meals; however, the strategies are not fully effective.

The preschool deploys its resources effectively. Sufficient staff qualified in childcare and education as well as first aid are available to meet children's needs. Staff support children extremely well; this helps all children to make effective use of the extensive range of play resources. There is a trained special educational needs coordinator in the preschool. It is clear that her role is to work with children, staff and parents to ensure that the correct strategies are in place to meet the needs of children with special educational needs and/or disabilities. Excellent working relationships with other childcare and educational professionals enable the preschool to achieve a joined-up and systematic approach to partnership working. This enables parents and all of the relevant professionals to deal with any concerns about individual children's learning and development at the earliest possible stage and promote the expectation for equality for each child. The preschool is particular to involve them in developing strategies for behaviour management. This ensures that parents are fully aware of any persistently challenging behaviour and that they are central to setting and maintaining appropriate boundaries. The preschool understands the value of regular and objective self-evaluation and is using the process effectively to assess its performance.

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

Through topics and themes that are based on their interest, children become engaged and engrossed in learning. Staff are confident in their knowledge of the areas of learning; they build on child-initiated activities. This enables them to achieve the learning intentions they identify for individual children and to help all children to experience all areas of the curriculum. Staff carry out regular observations of children and use the information to plan the next step in their progress. Children's progress is linked securely to the expectations of the early learning goals. The preschool makes excellent use of free flow play between in and outdoor activities. This enables children to promote all areas of learning as they play outside. In addition, it provides excellent opportunities for children to develop their particular learning styles, thus promoting equality and diversity. For example, all children develop stamina and different groups of muscles through outdoor play. They build, construct, set their own challenges, and learn about personal safety as they organise the obstacle course. They develop their understanding of health and self-care as they learn about the different types of clothing, footwear and skin protection they need in varying weather conditions. They learn about safety as well as to compare and contrast, as they use tools and gardening implements.

There are many excellent opportunities for children to achieve and enjoy as they learn through high quality first hand experiences. They learn to apply problem-solving skills to different situations, such as completing puzzles, and carrying out various types of construction. They further develop this area of learning as they measure, calculate and find solutions, such as how to make technological equipment work. Excellent use of the setting's resources provides many opportunities for all children to experiment and work through challenging situations. Children demonstrate confidence in the use of number; they use numbers in context, relating them to money, time and date. They are proud of their achievements; they are eager to show what they can do and staff acknowledge their achievements with warm interactions and praise. Children take responsibility for some aspects of their personal care, such as to wash and dry their hands after using the toilet and before eating. Children are developing excellent skills for the future; they extend their knowledge of the natural world as they prepare the soil and grow crops, such as potatoes, carrots and tomatoes. They learn that their contributions are valuable as they share the fruits and vegetables with their families. The setting is helping children to make healthy choices about their snacks. However, this areas of children's learning is not fully supported; currently many children's midday meals are not nutritionally balanced to help them to properly understand all aspects of healthy eating.

Children are developing their communication and language skills in interesting and exciting ways. Role-play of favourite stories, such as 'Jack and the Bean Stalk' is used effectively to help children make connection across all areas of learning. Mark making with a variety of resources, such as shaving foam, corn flour, air writing and many different writing implements, ensures that all children, regardless of age or ability, are able to make marks. Some children are beginning to write for

different purposes, such as to label their work. There are many opportunities for children to recognise their names and some children are starting to recognise the names of their peers. To further extend this area of learning some children join with the school's Foundation class to practise phonic sounds and to experience exciting activities such as, 'write dance'. Children are developing high expectations for behaviour. Some children are sufficiently confident to let their peers know when their behaviour is unwanted. The atmosphere in the preschool is mostly calm and purposeful. This enables children's individual and group activities to take place without undue disruption.

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

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| 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

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|--|---|
| 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 | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| 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 | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| 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 | 1 |
| The extent to which children develop skills for the future | 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