

# Tiddington Pre-School

Inspection report for early years provision

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**Unique reference number** 200821  
**Inspection date** 29/01/2010  
**Inspector** Carol Johnson

**Setting address** Tiddington Community Centre, Main Street, Tiddington,  
Stratford - Upon- Avon, CV37 7AZ

**Telephone number** 01789 268390

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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).

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## Description of the setting

Tiddington Pre-School originally opened over 40 years ago, operating under its current registration since 1993. It is a committee run group and operates from a community centre in the village of Tiddington near Stratford-upon-Avon. The group has sole use of the main room, toilets and kitchen during the hours of operation. There is a fully enclosed outside play area and the group also has use of adjacent playing fields. There is wheelchair access to the front and rear of the premises. The setting serves the local area and has links with the local school.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 21 children aged from two to under five years on roll. Children attend for a variety of sessions. The group opens five days a week during school term times. Sessions are from 9.30am until 12.30pm. A lunch club is provided as part of the session. The nursery provides funded early education for three and four-year-olds.

There are four staff who work directly with the children and of these, three hold an appropriate early years qualification. Two of the staff work on a part-time basis. The setting receives support from the Local Authority and is a member of the Preschool Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children's welfare and safety is compromised because the provider has failed to meet some of the legal requirements of the Early Years Foundation Stage. Systems for self-evaluation are ineffective and have failed to identify major weaknesses in the provision. The staff team is enthusiastic and committed to improvement; they know the children in their care very well and strive hard to ensure that all children make good progress and are happy and settled. Effective teaching methods and the positive role models presented by staff, contribute greatly to successful outcomes for children; with helping children to adopt healthy lifestyles and make a positive contribution being promoted exceptionally well. However, partnership with parents and others is not supported as well as it could be because some important information is not effectively shared.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- engage with and provide information for parents in 19/02/2010

- respect of policies and procedures ( Safeguarding and promoting children's welfare)
- implement systems to ensure that adults looking after children, or having unsupervised access to them, are suitable to do so (Suitable people) 05/02/2010
- implement an effective safeguarding children policy and procedure and ensure that is clearly understood by all staff (Safeguarding and promoting children's welfare). 19/02/2010

To improve the early years provision the registered person should:

- develop a culture of reflection and self-evaluation to identify strengths and priorities for development that will improve the quality for all children
- develop systems for assessing children to ascertain their achievements through ongoing observational assessment and use this, and information from parents, to inform planning for each child's continuing development and help them reach their full potential
- ensure that committee members fully understand information and guidance on their roles and responsibilities.

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

Children's safety and welfare are insufficiently protected. Staff are unsure of the procedure to follow in the event of an allegation being made against a member of staff or volunteer and the setting's safeguarding policy is unclear with regards to this. Several committee members have resigned their positions and some new members have been appointed. However, current committee members are unclear with regards to their role and responsibilities. The provider has committed an offence by failing to notify us of a change to the registered person. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Also, suitability checks have yet to be carried out on these persons and robust systems are not in place to ensure the suitability of cover staff.

The setting is secure and potential safety risks to children are promptly identified and effectively minimised. Staff visually check the premises on a daily basis and a range of safety precautions are in place. For example, children are only released into the care of known individuals and a member of staff monitors the main door as children arrive and leave. Staff maintain informal and friendly relationships with parents and carers and there are regular verbal exchanges of information. However, very little is shared about the setting's policies and procedures and this compromises children's welfare and safety. The provider has devised a 'Welcome pack' for parents that includes a précis of the setting's policies and procedures and general information about staff, activities and routines. However, information within this pack is not up-to-date and not all parents have received one.

Children benefit greatly from the enthusiastic and committed staff team. Staff work

well together and help to create a calm and homely atmosphere within the setting. Parents comment on how approachable they are and how well they help their children to settle and feel at ease. Staff have attended a range of training courses and regular staff meetings enable them to cascade their learning amongst the team and share examples of good practice. Children's learning and development is effectively supported by an array of good quality resources and an environment that is attractive and conducive to learning. Space is plentiful and creatively used and resources are thoughtfully stored and presented to encourage children's enjoyment and independence.

Many improvements have been made since the last inspection, for example, grant funding has been accessed to purchase resources that help to promote a knowledge and understanding of technology and portable hand washing facilities have been introduced. The manager and deputy have started to use the Ofsted self-evaluation form as a tool for evaluating the setting and their practice. They have highlighted some of the methods used to promote outcomes for children and have identified some things that they would like to improve, for example, the outdoor area. However, the views of parents have not been effectively gathered and others connected with the provision have not yet contributed to the self-evaluation. Consequently, the strengths and weaknesses of the setting have not been accurately identified and the setting's ability to effectively target improvements is considerably reduced.

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

Although children feel very secure, their trust potentially could be misplaced because arrangements for safeguarding their welfare are inadequate and regulations and duties are not met. This has an impact on the judgements for children feeling and being safe and the overall quality of the provision. Children understand about their personal safety and are learning how to protect themselves. For example, they know not to leave toys where they might pose a tripping hazard to others and understand that they must take care when using scissors. They are taught about the dangers of fire and know how to act in the event of a need to evacuate the premises because they take part in regular fire drills. Also, fire officers have visited the setting and they helped to reinforce safety messages with the children.

Children's behaviour is exemplary. They show care and concern for others and understand the need to act within acceptable boundaries. Adults act as very good role models, saying 'please' and 'thank you', listening attentively and speaking with respect. They teach children to value each others' similarities and differences and encourage them to think about how they should behave and what they should expect from others. They effectively use positive methods to manage behaviour and offer children strategies to manage minor disputes for themselves. Kind deeds and good behaviour are promptly rewarded, for example, with acknowledgement, praise and positive body language.

Children are very happy and having lots of fun. They show high levels of

independence, confidence and self-esteem and make self-chosen decisions about their play and learning. Strong friendships are evident between some children and relationships between children and staff are excellent. Children are exceptionally well informed about the benefits of a healthy lifestyle and enjoy an abundance of physical activities and fresh air. Snacks are healthy and nutritious and children have take part in activities whereby they have grown and tasted a variety of fruit and vegetables. Regular cookery activities help to reinforce health and hygiene messages and also teach children about safety, number, weight and measure and what happens when ingredients are mixed and cooked.

Staff know the children in their care very well and each child is valued for who they are. When children start at the setting staff talk to parents about what their children already know and can do and they discuss children's individual personalities, preferences and interests. They maintain ongoing discussions with parents throughout their child's time at the setting and closely observe children to assess their progress and plan for their next steps. However, paperwork to support this knowledge is not effectively or consistently maintained. Parents are not invited to contribute to their children's learning record and staff have not shared this record with them. Written plans are made available to parents but often they are not put out until several days after they have been implemented. Consequently, children may not always be fully supported or challenged to reach their full potential.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	4

### 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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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