

Tiddlywinks Pre-School

Inspection report for early years provision

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Inspector Deborah Kerry

Setting address Stretham Primary School, Wood Lane, Stretham, ELY,
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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

Tiddlywinks Pre-school is an established setting that has moved into new premises at Stretham Primary School, near Ely, Cambridgeshire. Children use a self-contained classroom within the school comprising of two group rooms, toilets and kitchen area. All children have access to two enclosed outdoor play areas and can access the school field and play grounds. The building is fully accessible.

The provision is registered for 24 children from two to under eight years. There are currently 25 children on roll. Opening times are 9.00am to 11.30am each weekday except in the autumn term when the setting is closed on a Thursday. During the spring and summer terms the Thursday session is exclusively for children transferring to school in that academic year and runs from 9.00am to 1.00pm where children bring their lunch. The pre-school is operated as a registered charity and is managed by a committee of parents. The pre-school is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

The pre-school employs three staff, all of whom hold appropriate early years qualifications. Tiddlywinks is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) is effectively supported by the staff. Children's individual needs are fully understood and through regular observations their interests and the next steps in their learning is clearly identified and included in the plans each week. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that children's individual needs are fully understood and can be supported. The pre-school has in place established procedures to evaluate and monitor their good practice. Clear action plans clearly identify areas for development with timescales for completion.

What steps need to be taken to improve provision further?

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

- develop further the partnerships to provide opportunities for parents to share their children's achievements from home and add comments to their progress records and develop systems to regularly exchange information with other providers delivering the EYFS to ensure children's ongoing learning and development is fully supported.

The effectiveness of leadership and management of the early years provision

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff have a good understanding of their responsibilities so that maintaining children's welfare remains a high priority. Risk assessments ensure that all areas are safe for children to access and there is an action plan in place for any identified risks. The daily check list for setting up ensures that safety is maintained and monitored, enhancing children's welfare. Procedures for emergency evacuation are practised regularly and recorded ensuring that children's safety is effectively promoted.

There is a comprehensive range of policies and procedures in place to support the clear aims of the pre-school which are shared with parents. Through the notice board and regular newsletters, they are kept fully informed about topics and activities within the pre-school to ensure they are kept informed about their child's early education. Parents' views are sought through questionnaires when deciding on any changes to practice, ensuring that they are kept involved and their views acknowledged. Parents are kept fully informed and involved in their child's progress, as they can discuss their child's records with staff at any time. Each child has a daily contact book where staff record their activities undertaken in pre-school. Parents are encouraged to add comments on their child's learning and development at home. However, this is not fully supported by parents so they are involved with their child's learning. Staff have meetings with parents each term to discuss their child's progress and future learning targets. The head teacher of the primary school is in full support of the pre-school. There is a good relationship between the primary school and pre-school staff to ensure that children are fully supported for a smooth transition when they transfer. The pre-school is developing systems with other providers delivering the EYFS that the children attend to exchange information on children's learning and development. This will ensure children's needs are fully supported and for the continuity of their care.

The pre-school regularly evaluates their practice through using the quality framework action plan. They ensure that all staff and parents' views are sought to ensure the improvements have a positive effect on children's learning and development. Staff are fully supported in their ongoing training by the committee. This helps to enhance their knowledge and experience to ensure outcomes for children's learning and development remain positive. All staff, committee and parents are involved with inputting ideas for the Ofsted style self evaluation form. This shows a commitment to ensuring continuous improvement is maintained. Parents are encouraged to help on the rota each term to gain an understanding on how their children learn through play.

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

Children's health is promoted as they have a variety of fresh fruit at snack time that meets their individual dietary needs. Staff sit with children at snack time

making it a social occasion asking them questions which helps to promote their thinking. Children's independence and self-care skills are promoted as they help to prepare the fruit for snack. They are encouraged to pour their drinks and to clear away their cups and plates. Children have developed a good understanding of why they need to wash their hands before eating or after using the toilet. Children have regular access to the outside play area where they can access a range of equipment to promote their physical development. Children enjoy PE, they learn about warming their bodies up before they exercise to make their muscles strong, helping them learn about keeping healthy.

Children are provided with a wide range of resources and activities to promote their learning and development. Staff are fully involved with the children which ensures that they can get the best from the activities provided and make good progress. Children are given a warning before tidy up time, this encourages them to bring their activities to end when they are ready and to learn about being responsible and caring for resources and their environment. Children are learning to share and take turns with resources and activities. Sand timers help children to learn about time and to wait for their turn with resources. Children communicate well with each other and through effective questioning by staff they are developing their thinking skills. Children enjoy looking at books. They handle them carefully and know that words are meaningful. Children are provided with resources that show positive images of the wider world. They participate in activities based on the beliefs of others through celebrating different cultural festivals during the year. Children enjoy experimenting, they mix food colouring together with vinegar, flour and bicarbonate of soda and notice the change that happens. They talk about the different colours that develop from mixing the food colouring and show wonder at the foam and bubbles created from the vinegar mix.

There is lots of interaction between the staff and children to develop their vocabulary and speech. Children have access to a range of resources for mark making to promote their early writing skills. They enjoy listening to and joining in with songs and action rhymes which helps to develop their language and physical skills. Children select song and story tapes and work the player so they can listen to their chosen tapes. Children enjoy using the white board to colour, draw and practice forming the letters in their names. This helps children to develop their knowledge on literacy and technology. All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's interests to support their progress. They undertake regular observations on children to identify their interests and the next step in their development, which are included in the weekly plans. The planning includes a mix of adult and child initiated activities to promote children's individual interests and learning. Children's records show what they can do, have achieved and are clearly linked to the six areas of learning and show how children are making good progress in their development.

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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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