

# Tirlebrook Pre-School Playgroup & Toddlers

Inspection report for early years provision

---

**Unique reference number**

EY368670

**Inspection date**

30/06/2010

**Inspector**

Fiona Robinson

**Setting address**

Tirlebrook Primary School, Brensham Road, TEWKESBURY,  
Gloucestershire, GL20 8EW

**Telephone number**

01684 851 837

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Tirlbrook Pre-School Playgroup and Toddlers opened under different ownership in 2007. It operates from an Elliott building situated within the grounds of Tirlbrook Primary School in Tewkesbury. There is ramped disability access to the building. The playgroup has use of two playrooms, entrance hall and toilets. It has an enclosed play area to the rear of the building and children also have access to the school playground.

A maximum of 40 children, between the ages of two and eight years, may attend at any one time. The playgroup is open from Monday to Thursday from 9.00am to 3.00pm and on Fridays from 9.00am to 1.00pm, term times only. The younger children attend Tuesday to Thursday from 1.00pm to 3.00pm. Children attend from the surrounding area. The playgroup maintains close links with the primary school on the same site. Currently there are 76 children on roll and 58 receive funding. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, of whom six have appropriate early years qualifications and one is working towards a level 3. There are close links with the Early Years Officer and the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The provision at Tirlbrook Pre-School Playgroup and Toddlers is outstanding. The staff team are very effective at promoting the children's welfare and work hard to ensure all children are included in activities. Partnerships with parents and the host school are excellent and information is shared very effectively. Children are valued as individuals and enjoy coming to the bright, stimulating setting. The manager and staff have a very clear understanding of strengths and areas for improvement, and there is an excellent capacity for continued improvement.

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

To further improve the high quality early years provision the registered person should consider:

- develop the use of technology in activities

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

Staff have an excellent understanding of safeguarding and child protection procedures and these ensure that children are kept safe. Risk assessments are

carried out regularly to ensure safe indoor and outdoor environments. Security within the setting is excellent and there are robust systems in place for the collection of children. Evacuation procedures are practised regularly, to familiarise children with the routine. Staff are vigilant at supervising the children to ensure their safety. Rigorous recruitment and vetting procedures ensure that all adults working with or having contact with the children are suitable.

Excellent partnerships exist with parents and carers. They say that staff are friendly and approachable and provide a very welcoming atmosphere in the setting. Parents like their children to have the choice of a school dinner or packed lunch. They are kept very well-informed about their children's progress by their key person. They receive a termly written report from staff and are invited to fill in comments on a questionnaire sent with this. Children's learning journals are shared with parents and they have the opportunity to contribute to these with wow stickers, comments or photographs. Parents are also kept well-informed of special events and fundraising activities, through newsletters and the parents' notice board. They say the Home School Diaries keep them well-informed of what the children have been doing at pre-school. Links with the host school are excellent and the setting benefits from the use of the outdoor environment and playground. Children with special educational needs and/or disabilities are supported well in their learning and information is shared effectively with parents and carers, and the host school.

The pre-school is very well-led and managed. Staff meet regularly to discuss planning, assessment and training needs. They demonstrate a shared commitment to the development of high quality practice. Excellent progress has been made in meeting the recommendations of the previous inspection. In particular, the monitoring and evaluation systems have been developed very well and parents are kept very well-informed of children's achievements and progress. Staff have regular opportunities to attend further training to enhance their knowledge and experience. They work very well as a team and make excellent use of a wide range of resources to support children's learning. They have identified the need to develop technology in the setting, including the interactive whiteboard for learning activities and the digital camera to record their own work. Excellent self-evaluation systems ensure that improvements have a positive impact on the experiences of those involved in the pre-school. The manager and staff value the views of parents and children and take these into consideration when identifying priorities for improvement and planning. Staff work hard to ensure children are fully integrated into activities and actively promote equality and diversity.

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

There is very well-organised indoor and outdoor play. Children enjoy a stimulating environment in which their artwork is displayed well in both rooms. They are supported very well in their learning by staff, who plan and assess their needs very carefully, linked to their individual interests. Children achieve very well in their activities.

Children have excellent relationships with staff and one another. They behave very well and learn to share, take turns and understand right and wrong. Staff are excellent role models with high expectations. Children are well-motivated in a stimulating indoor and outdoor environment. They are taught to show respect for others.

Children are developing an excellent understanding of keeping healthy and safe. All staff contribute to providing a safe environment indoors and outdoors. The children have daily access to outdoor play or music and movement sessions and are taught the importance of exercise to keep fit and healthy. They benefit from a healthy diet and have a selection of fruit and vegetables to accompany their toast or crumpets at snack time. They enjoy making their own soup and growing their own vegetables such as leeks carrots, peas and potatoes in the outdoor garden. They realise the importance of exercise and move very actively around the outdoor play area. They enjoy finding interesting ways of going over and under apparatus, and through tunnels. Children regularly practise their climbing, balancing throwing and running skills. They learn how to use equipment safely as they make models and benefit from talks on road safety from policemen and fire safety from the fire service.

Children are eager to learn and enjoy talking in circle time conversations. They enjoyed making sandwiches to celebrate Paddington Bear's birthday. Their singing skills are developed well as they sing songs from around the world such as Africa and Spain. They enjoy listening to the story about 'The Very Hungry Caterpillar' and create symmetrical butterflies for display. They have planted sunflowers in their outdoor garden and measured their growth. They enjoy building dens and going on bug hunts in the wild area. Most can count to ten and beyond and some can count beyond twenty. They enjoy singing 'Five Speckled Frogs' to consolidate their counting skills. Their creative skills are developed very well as they thread beads and make them into colourful necklaces and bracelets. Festivals such as Harvest, Christmas, Diwali and the Chinese New Year, and themes such as Spring and Summer enrich the children's experiences. Children contribute well to the community and enjoy going on fundraising activities such as the Toddle Waddle and parents are very supportive of sports days and performances such as the Nativity Play at Christmas. Independence is promoted well and overall children are very well-prepared for their next stage in learning in this stimulating and inclusive setting.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----