



Tadpoles Pre-School Limited

Inspection report for early years provision

Unique Reference Number	EY297130
Inspection date	18 November 2005
Inspector	Pamela Woodhouse
Setting Address	Henbury View First School, Hillside Road, Corfe Mullen, Wimborne, Dorset, BH21 3TR
Telephone number	01202 659179
E-mail	
Registered person	Tadpoles Pre-School Limited
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tadpoles Pre-school Limited opened in 2005 and is registered to care for sixteen children aged 2 to under 5 years. The pre-school has exclusive use of a classroom within the school and is situated in a residential area of Corfe Mullen. The pre-school serves the local and surrounding areas.

There are currently 20 children on roll, this includes 13 funded three year olds. Children attend for a variety of sessions throughout the week.

The pre-school opens five days per week term time from 09:00 until 11:30 and additionally, in the spring and summer terms, from 12:30 until 15:00.

Seven staff work with the children, four of whom have early years qualifications to NVQ level two and three. Two members of staff are currently working towards a recognised qualification. The setting receives support from Dorset Sure Start Unit.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children begin to develop their understanding about good health and hygiene practices through daily routines such as hand washing after playing outside and before eating. This helps them to understand personal hygiene routines. They are given opportunities to learn about healthy lifestyles through topics such as 'All about me' and activities, for example, food tasting and being able to make their own choice from a variety of fruit at snack time. This encourages them to make informed choices about what is considered 'good' for them. Children enjoy exercise and have daily opportunities to play outside in the well equipped adventure play area and their own playground.

Children are kept safe from the spread of infection by the staff's good practice and the sensible routines they have in place. Tables are cleaned before and after use and toys and premises are kept clean and in good repair. Staff discuss with the children why this needs to happen and children take great delight in talking about germs. The hospital role play activity gives children the opportunity to explore and discuss illness and accidents with staff. For example, playing doctor and examining the member of staff's 'broken arm' and deciding how best he could treat this. This helps to develop the children's understanding and dispel fears.

Children have access to physical play and exercise every day. They play outside whenever this is possible and use the school hall when they are unable to do so. Consequently their physical development is promoted well. Children move around confidently, with control and in a variety of ways, for example, they climb, jump, hop and run skilfully. They competently use a wide range of small and large equipment such as, scissors, pencils, bikes and balls.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, well maintained environment which is effectively organised to enable them to move around freely and safely. Colourful wall displays and the attractive presentation of play areas means that there is a welcoming atmosphere. Children have access to a wide range of high quality resources which are in very good condition and stored within their reach. These are appropriately labelled in print and with a picture so that the children can easily identify the contents of the drawer or toy box without help. This helps them to develop their

independence.

Children's safety is a high priority and therefore the staff have introduced effective measures to promote this. For example, there is a secure entry system and a daily risk assessment of all areas and resources which will be used by them. Children take part in emergency evacuation practices which means that they are familiar with the routine should a real emergency arise. Staff raise children's awareness of road safety, practising crossing routines across a traffic free internal road to the adventure play area within the school grounds. Children are able to recall the routine and recount this to others, for example, stopping at the kerb, looking both ways and listening, to decide whether it is safe to cross. This means that children can learn in a real but safe situation.

All staff have a clear understanding of their roles and responsibilities to protect children. They have undertaken awareness training and have procedures in place about how they will address any concerns, however, the policy has minor detail missing.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and relaxed. They have a particularly good relationship with staff who show genuine interest in them and respect their individuality. The children have confidence in themselves and good self esteem. This is due to the staff's constant use of praise and encouragement.

There is a broad range of well planned activities which stimulate the children's curiosity and encourages their learning, for example, experimenting with primary coloured paint. They have great fun seeing what happens when two colours are mixed together. These are complemented by an extensive range of good quality toys and resources which are stored in low units where children can access them independently. Challenges set for children are appropriate and they show high levels of interest in what they do.

Nursery Education

The quality of teaching is good. The children benefit from the commitment and enthusiasm staff have for their role. They have a good knowledge and understanding of the Foundation Stage curriculum which enables them to plan and provide an interesting and varied programme for the children. They make good use of questioning to challenge children and are perceptive about the level of adult input required. This means that there is a balance between adult-led activities and allowing children the freedom to make their own decisions and to use their imagination. Children's progress towards the early learning goals is monitored effectively which means that the next stage in their learning is identified and suitably planned.

The children are learning to be independent, are motivated and keen to learn. They show good levels of concentration and play cooperatively with their peers. They listen well and are able to carry out small tasks such as helping to tidy activities away and

helping others too, for example, complete a puzzle. Children speak very well and are able to make their needs known. They confidently engage in conversation with adults and their peers in group discussion, and one-to-one. They enjoy books and stories, listening well and predicting what might happen next. There are many activities to promote children's coordination skills, for example, using scissors, small and large physical play equipment. They are developing early writing skills and are beginning to form recognisable letters. There are very good opportunities for children to develop their understanding of number. Staff take the opportunity to introduce this informally in their activities. For example, four chairs around the table means that only four children can comfortably use that activity. They can count confidently and are beginning to understand the concept of calculation, for example, adding one more and taking one away. Children enjoy learning about how things work, for example, using different media to construct models such as bricks and boxes and discovering how magnets work. They are becoming familiar with ICT through playing with programmable toys and the use of simple computer programmes. There are many resources and opportunities to encourage children's creativity and imagination. They have access to a wide range of materials such as paint, collage and play dough and the role play area is changed regularly to sustain their interest. For example, the hospital corner is well resourced and very popular. The children enjoy acting out the role of doctor and nurse, diagnosing a member of staff with a broken arm and prescribing treatment.

Helping children make a positive contribution

The provision is good.

Children confidently leave their parents and quickly settle down to their activities. They concentrate well, playing purposefully for sustained periods of time with their peers and on their own. Staff are good role models by being calm and polite. They freely praise children, ensuring that they understand when they have done well, and encourage them to share and care for others. As a result children are learning about tolerance and good citizenship.

Children's individual needs are well met. Staff are knowledgeable about any specific needs and interests the children have and ensure that these are addressed appropriately. The special needs coordinator arranges for suitable support for children who have special needs, for example, adapting activities, providing one-to-one care if this is appropriate, and liaising with other professionals. Children are learning about the wider world and being accepting of others through a range of resources and activities. They celebrate different festivals and learn about other cultures, for example, through cooking activities and stories to develop their awareness of diversity.

The partnership with parents is good and there is a friendly, relaxed working relationship. Parents receive good information about the aims and objectives of the setting but are not so well informed specifically about the Foundation Stage curriculum. Parents are encouraged to be involved in their children's learning and there is a daily informal exchange of information about the children's achievements. In addition there are termly opportunities for parents to discuss their children's

progress in depth with staff.

The children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is good.

The provider meets the needs of the range of children for whom it provides.

Children are cared for in a well organised environment where staff have a very clear view of their individual roles, and of their collective responsibilities. These are reflected in the setting's smooth operation. Sensible vetting procedures and required documentation which contributes to children's health and safety are in place and most are reviewed regularly. Good use is made of indoor and outdoor play space, which, coupled with the well planned activities and use of resources, maximises children's play and learning opportunities.

Leadership and management is good. Staff work very well together, showing a commitment towards ongoing training to increase their knowledge and update their skills. Staffing levels are high which results in children receiving good attention and staff are skilled at interacting with the children. There are very good systems in place to monitor the effectiveness of the provision.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the child protection policy reflects the Area Child Protection Committee procedures

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider developing the prospectus to include more detailed information about the Foundation Stage curriculum

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk