



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127724

DfES Number: 584949

INSPECTION DETAILS

Inspection Date 22/02/2005
Inspector Name Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tots R Us Pre-School
Setting Address Eythorne & Elvington CP School
Adelaide Road, Eythorne
Dover
Kent
CT15 4AN

REGISTERED PROVIDER DETAILS

Name The Committee of Tots R Us Pre-School

ORGANISATION DETAILS

Name Tots R Us Pre-School
Address Eythorne & Elvington CP School
Adelaide Road, Eythorne
Dover
Kent
CT15 4AN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tots R Us Pre-school is a committee run group. It opened in 1997 and operates from one room of a mobile in the grounds of Eythorne and Elvington village Primary School.

A maximum of 26 children may attend the nursery at any one time. The pre-school is open each weekday from 09:00 to 15:00 during school term time. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged 2 to under 5 years on roll. Of these 27 children receive funding for nursery education. Children come from a wide catchment area.

The pre-school employs five staff. Three staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

Tots R Us provides a good standard of care. Children are very confident, independent, happy and relate well to staff and each other.

Staff plan and provide the necessary facilities and a stimulating range of activities and play opportunities, which develop children's emotional, physical and intellectual capabilities well. The premises are safe, secure, suitable for their purpose and are very welcoming to children. They have good access to a wide range of toys, resources and equipment that are of a suitable design and condition, well maintained and conform to safety standards.

Overall staff take positive steps to promote children's safety within the setting and ensure proper precautions are taken to prevent accidents. They demonstrate a very good understanding of how to promote the health of children and follow procedures to prevent the spread of infection.

Parents demonstrate that they are very happy with the standard of care their children are receiving, They are given clear information about the provision including

policies and procedures and information about how staff plan and provide care and educational experiences for their children. Parents and staff share all relevant information to enable children to have their needs met in accordance with parents wishes.

What has improved since the last inspection?

not applicable

What is being done well?

- Suitable arrangements are in place to protect children from persons not vetted. Staff are deployed effectively and are vigilant about children's safety. There are good systems in place for the safe arrival and departure of children. Fire safety notices are clearly displayed.
- The premises and outdoor play areas are safe, secure, clean, warm, welcoming and suitable for their purpose.
- Staff provide a broad range of child size furniture, equipment and toys that are appropriate for their purpose and helps to create an accessible, safe and stimulating environment for children, which promotes their learning in all areas.
- There are very good procedures in place in the event a child is sick or when there is an accident. Staff are actively encouraging good health and hygiene practices.
- All children are actively included.
- There are systems in place for the regular exchange of information between parents/carers and staff members. Staff work in partnership with parents to meet the needs of the children, both individually and as a group. Parents are happy with the service their children are receiving.

What needs to be improved?

- the lost child incident details recorded and a copy of this information sent to Ofsted
- the effective deployment of staff to ensure all children consistently maintain a good standard of behaviour
- the information in the complaint's procedure that informs parent's of their right to use any stage of the complaint's procedure they are comfortable with.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints recorded by Ofsted since 1st April 2004

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation |
|-----|--|
| 11 | Ensure staff are deployed effectively to manage children's behaviour that ensures all children have positive play experiences. |
| 12 | Ensure complaints procedure informs parent's of their right to go directly to any stage of the complaint's procedure they feel comfortable with. |
| 14 | Ensure all relevant incidents are recorded. |
| 14 | Ensure Ofsted is informed of any serious incidents. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals, with very good progress in Communication, Language and Literacy, Mathematical Development and Knowledge & Understanding of the World.

The quality of teaching is generally good. Staff know children well and have a secure understanding of how children learn and the early learning goals. The teaching methods challenges children and enables them to learn effectively. There are good relationships within the group. However the staff team were not always consistent when managing children's behaviour. They plan effectively, which is supported by a wide range of good quality indoor resources. Teaching provides a balanced approach giving equal emphasis to all areas. Children are given very good opportunities to practice their independence.

Leadership and management is generally good. They are happy to delegate tasks and as a result work well together as a team. The staff team appear knowledgeable and well motivated, which impacts positively on the children's play experiences and ensures most children are happy, confident, interested, enthusiastic and involved in their play.

Partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs and participate in the care. They provide good information about the provision including evidence on how activities relate to the early learning goals and the range of experiences their children are receiving.

What is being done well?

- Staff use good questioning techniques. As a result children are developing language skills well.
- Children respond to experiences and are enthusiastically asking questions, expressing views, exploring and communicating their thoughts and ideas confidently, during very well planned group activities.
- Children have many opportunities to practice self care and are actively encouraged to develop these skills.
- Children choose confidently from a wide range of quality indoor resources, moving freely from one activity to another.
- Children show a good use of books for fun, understand elements of stories and re-tell narrative. They are actively encouraged to use books for information and are given some good opportunities to understand that print

can be used for a variety of reasons through labelling, posters and captions on displays of work and on displays of work.

- Children have many opportunities to practice addition, subtraction, calculation, and to develop mathematical ideas to solve problems in everyday activities and play.
- Children are involved in activities that encourages them to compare similarities, differences, patterns and change. They respond extremely well to these experiences, expressing and communicating ideas and responding in a variety of ways to what they see, smell, taste, touch and feel and communicate their ideas thoughts and feelings confidently.
- Children have good opportunities to learn about own and others culture and beliefs during topic activities.
- Children have regular opportunities to use a wide range of tools and equipment including computer technology and various programmable toys and resources..
- Children have opportunities to take part in more energetic play several times a day with good adult interaction, involvement and encouragement.
- Children enthusiastically sing simple songs and action rhymes from memory.

What needs to be improved?

- the consistent re-enforcing of the boundaries for behaviour, which positively channel children's energies, resulting in a calm atmosphere for all children's learning and play experiences
- the opportunities to encourage children to use and understand mathematical language by re-enforcing concepts during everyday practical routines
- the provision of a varied and imaginative outdoor play experience that re-enforces all areas of learning.

What has improved since the last inspection?

The provision has made generally good progress since the last inspection.

The provision provides opportunities for letter recognition by highlighting a specific letter of the week, which is re-enforced during everyday play.

The group have provided opportunities for adult involvement in the book area by using the role play area for various imaginative role play experiences e.g. as a library.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff are very sensitive to the needs of the children and know them well. As a result children are interested, enthusiastic and involved in their learning. They choose confidently between activities and select resources for themselves. Children regularly practice personal independence. However, staff do not always re-enforce agreed codes for groups working together harmoniously or channel children's enthusiasm and energies appropriately.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well as a result of the high level of adult to child interaction. They are given meaningful opportunities to extend their language through excellent use of questioning techniques during everyday practical play opportunities. There are good opportunities for children to recognise their names through everyday practical routines and play. Children are actively encouraged to communicate their thoughts and feelings and explore new ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to practice addition, subtraction, calculation and to develop mathematical ideas to solve problems. They are encouraged to use mathematical language through practical play and during planned structured activities. However, this was not evident during everyday routines. Children are involved in activities that encourage them to compare similarities, differences, patterns and change.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children extend their understanding in this area through the provision of an excellent range and of practical activities and resources using all senses. They talk confidently and enthusiastically about events in their own lives and those of others. They experience a stimulating variety of topics and activities, knowledgeably comparing similarities, differences, patterns and change. They provide exciting opportunities to explore their own and others cultures and beliefs.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with a wide variety of tools and equipment and as a result they are developing their manipulative and co-ordination skills well. They handle a variety of objects, construction and malleable materials safely and with increasing control. However there is an unimaginative use of outdoor play opportunities, which does not re-enforce other areas of children's learning.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children explore a very wide range of stimulating media and materials during practical activities and when actively involved in a variety of topic activities and creative baking and craft and art work. They are provided with experiences to explore, express and communicate ideas and as a result they share ideas confidently. Children sing simple songs and action rhymes from memory with enthusiasm and confidence.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- monitor provision to ensure staff are consistently re-enforcing boundaries for behaviour, ensuring groups of children are not allowed to impact on the enjoyment and play experiences of other children
- provide opportunities to encourage children to use mathematical language and understand and practice counting during everyday routines
- plan and provide imaginative outdoor play activities to re-enforce other areas of learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.