

Tiddington Pre-School

Inspection report for early years provision

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Inspector Angela Dyer

Setting address Tiddington Community Centre, Main Street, Tiddington,
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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*.

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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 the 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 26 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 good.

Children thoroughly enjoy their time at the setting, benefiting from being cared for by friendly, qualified and caring staff. An inclusive and welcoming service is provided and children demonstrate a strong sense of security and belonging within the setting. The staff team work well together to provide children with a wide range of play experiences that are thoughtfully prepared to encourage them to develop new skills and have fun. The setting has successfully addressed the actions from the previous inspection and demonstrate a commitment to providing children with high levels of care.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents, this specifically relates to providing parents with further information about the role of the key person
- develop the use of self-evaluation and quality improvement processes as the basis of ongoing internal review
- review and develop current assessment systems to provide a summary of children's achievements or need for further support to enable staff to plan for children's progression toward the early learning goals.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place and have been revised to ensure that all staff and committee members are appropriately vetted and therefore suitable to work with children. Staff demonstrate a professional attitude towards keeping children safe whilst in their care. Security within the setting is good as external exits are kept locked to ensure unwanted visitors do not gain access to the setting or present a risk to children. Staff are deployed effectively and children are supervised at all times to ensure their safety. Detailed risk assessments are completed and reviewed regularly to assess potential risks and effective steps are taken to minimise them. The setting has reviewed and updated their safeguarding policy and staff are fully aware of their responsibilities to protect the children in their care.

Staff show obvious enjoyment in their work and work well as a team. A key person system is in place and staff have developed close and caring relationships with the children in their care. However, the role and benefits of a key person have not yet been fully explored as not all parents are familiar with who their child's key person is. Partnerships with parents are open and friendly and feedback from parents is very positive, with many describing the setting as 'magical' and 'fantastic'. Parents are encouraged to become more involved in the setting through being on the committee and those that have recently joined have a clear knowledge of their roles and responsibilities. The setting understands the value of working closely with other professionals and the reception teacher, from the local school, visits during the summer term to get to know the children and support them with the transition to school.

The setting has worked hard since the last inspection to bring about improvements and raise standards. The manager has worked closely with the local authority and together they have reviewed current practices and put together a detailed improvement plan. Staff are excited about the new initiatives that are being introduced. These include a more flexible routine to allow children further opportunities to revisit activities and consolidate their learning and more child initiated activities. All staff, including the committee, are committed to raising the standards of care for children and have started to involve parents and children in the self-evaluation process.

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

Staff arrive early at the setting and work hard to transform the hall into a welcoming and child-friendly environment. Strong emphasis is placed, by staff, on the value of play and children are happily engaged in activities of their choice. Staff have a good knowledge of children's interests, which has been enhanced by the information gained from parents through the completion of the 'All about me' documents. Further information is gained through the completion of child observations which then feed into their assessments and learning journals. Parents

contribute to these through the use of a 'Wow' board, this is a new initiative which encourages parents to share and celebrate their child's progress and developmental milestones. Assessments are used to plan for children's next steps, however, they do not fully identify children's abilities in all aspects of their learning to enable staff to have a full picture of each child's development.

Staff interact positively with the children, involving themselves in their play and offering appropriate assistance to enhance children's learning and enjoyment. Children fully absorb themselves in their play and enjoy activities including collage, role play and exploring light sources both in the tent and through using different coloured plastics. Children also have regular opportunities to listen to stories and enjoy looking at books independently or with friends in the cushioned book area. Children have access to a small but attractive outdoor area where they are able to grow vegetables and herbs and watch the birds feeding from their sunflower seed bird feeders. They are also able to use the larger fields at the back of the setting, for example when making snowmen in the winter and enjoying sledge rides.

All staff act as positive role models and speak to children in a calm, gentle and respectful manner. Staff have a thorough understanding of appropriate behaviour management strategies and children are encouraged to share and take turns. Children respond with enthusiasm to staff praise and their behaviour is excellent. Staff demonstrate a commitment to ensuring all children are included. Activities, including caring for 'Tiddy' their friendly soft toy rat, are used effectively to encourage children to consider and respect the needs of others as well as themselves. Children gain an understanding of the wider world as they participate in activities to extend their knowledge of different cultures, for example tasting foods from around the world, including persimmon and naan breads, and exploring clay whilst making Diwali Diva lamps.

The hall in which children are cared for in is clean, bright and spacious. Children are supervised when going to the toilet facilities, which lead off the hall, therefore promoting their safety. Clear risk assessments and safety checks ensure children enjoy a safe environment and they are beginning to understand how to keep themselves safe as they learn safety rules, including the fire evacuation procedure. Children's individual dietary needs are met effectively, as these are discussed in detail with parents on admission. A range of healthy and nutritious snacks are provided for children, including pumpkin soup and various fresh fruits, and children sit down together at the end of the session to enjoy their packed lunches.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children develop skills for the future	2

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