

# Tots Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	113796
<b>Inspection date</b>	10/01/2011
<b>Inspector</b>	Jill Steer
<b>Setting address</b>	Mobile Classroom c/o Bewbush First School, Dorsten Square, Bewbush, Crawley, West Sussex, RH11 8XW
<b>Telephone number</b>	07811914153
<b>Email</b>	
<b>Type of setting</b>	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.

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

Tots Pre-School is run by a voluntary committee. It opened in 1990 and operates from a purpose built unit in the grounds of Bewbush Primary School. Children have access to an enclosed outdoor play area. The pre-school is situated in the Bewbush area of Crawley. It is open each weekday from 8.45am to 11.45am and 12.10pm to 3.10pm during term time.

A maximum of 26 children may attend the pre-school at any one time. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 44 children aged from two years to under five years on roll. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 10 members of staff, eight of whom hold appropriate early years qualifications to at least NVQ level 2. The setting provides funded early education for three and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The established staff team work well together to meet all children's needs and promote their welfare. They have improved their knowledge to ensure they are able to provide a rich learning environment where children make good progress in their learning and development. Effective partnerships have been formed with parents and other agencies to support all children's needs. Self-evaluation is in place to effectively identify and bring about relevant improvements to the provision. The effective leadership and positive attitude of all staff to change means they are willing to continue to improve the care offered to all children.

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

To meet the specific requirements of the EYFS, the registered person must:

- put systems in place to ensure adults looking after children are suitable to do so and keep a record of when CRB disclosures are obtained, the unique reference number and the date on which they were obtained (Suitable people).

26/01/2011

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

- develop further the opportunities for children to be independent

- maintain all documentation efficiently.

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

All staff have a clear knowledge and understanding of child protection procedures to ensure children are safeguarded within the setting. Detailed policies and procedures are in place for guidance on how to proceed with any concerns they may have. Staff attend training courses to improve and update their knowledge regarding safeguarding as well as general childcare practice. They are all experienced in providing care for children and work well as a supportive team. However, there are no records in place to show they have had Criminal Records Bureau clearance checks to work with children. Detailed and regular risk assessments are conducted to identify any hazards and ensure the environment is safe for children. All the required policies and procedures are in place to underpin the good practice and inform parents of how the setting will operate. Detailed information is obtained from parents about the care of the children and documentation is stored confidentially. However, not all documentation is recorded suitably such as consent for emergency medical treatment and risk assessments for outings.

The management team have begun to evaluate their practice to identify strengths and key areas for improvement to ensure children continue to receive good quality care. All recommendations from previous inspections have been readily addressed to bring about improvements in provision. For example, staff have completed Early Years Foundation Stage training and child protection training to better meet all children's needs. Staff have developed good relationships with parents, working closely with them as committee members of the setting. Information is shared with parents on a daily basis through discussion to ensure a consistency of care for the children. Parents are invited in to the setting to see the children's learning journals and so share in their progress and development. They are encouraged to befriend and support each other as for example, some parents act as translators for others who speak English as an additional language. Additional support for children who are identified as in need is arranged and staff work closely with other professionals to help children progress in their learning and development.

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

The clear system of observations and planning ensures all children make good developmental progress. Staff constantly record observations of children during the sessions and transfer the information to individual Learning Journals. This information is used to assist the staff in supporting children to develop consistently in all areas. Planning is largely undertaken on a daily basis to follow the lead and interests of the children. Focus activities are organised by staff to complement children's interests and ensure a wide variety of activities are experienced by the children. For example, gluing and sticking green rice grains on to paper to make

trees for the colourful spring display.

Children happily move between the indoor and outdoor areas as they choose. Staff encourage children to make choices about where they play and many choose to go outside. They manoeuvre bikes and dolls in buggies skilfully around a central obstacle, all travelling in the same direction and weaving in and out of each other. Children are fully aware that they can adapt the environment to suit their chosen activity, transporting equipment and resources wherever they want it with staff fully supporting them as they do. This enables children to extend their ideas and play to achieve well as they problem solve and adapt. For example, an activity that began as children shaking maracas to move rhythmically to gradually evolved to become first a display of child butterflies. Children draped in fabric wings move to the music, then the 'wings' transform into picnic blankets with food from the role play area completing the experience.

Staff treat children as unique individuals, they know them well and develop supportive relationships with them. As a result, children show a sense of security, feel safe and are motivated to learn. They behave well within the supportive environment, treating each other with care and consideration. Children develop friendships, happily including others in their games. They are confident speakers, contributing to group and circle times as they ask questions and share information. Continuous opportunities to play outside in the fresh air helps children learn about leading a healthy lifestyle as does enjoying fresh fruit for snack times. Putting their coats and hats on and off each time they go out helps them become independent and prepared for school. However, there are other situations when children miss the opportunity for further independence such as giving out plates and preparing the fruit at snack times and drawing round their own templates in craft activities. Most resources are available for children to access and make choices and are of good quality. The safety of the setting enables children to feel and play confidently and so thrive in the rich learning environment.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 26/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 26/01/2011