

# TJ's Preschool

Inspection report for early years provision

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<b>Unique reference number</b>	253910
<b>Inspection date</b>	13/01/2011
<b>Inspector</b>	Kashma Patel

<b>Setting address</b>	The Scout Hut, Cotwall End Road, Lower Gornal, Dudley, West Midlands, DY3 3EJ
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**Email**

<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.

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## Description of the setting

TJ's Pre-school registered in 1995. It operates from one room in a single storey building in Dudley. There are local shops, a park and a school within walking distance. The playgroup serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play.

The playgroup opens Monday to Friday during school term times. Sessions are from 8.30am until 11.30am for 38 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the playgroup at any one time. There are currently nine children attending who are within the Early Years Foundation Stage and who all receive funding for early education. The pre-school is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are two members of childcare staff. Of these, both hold appropriate early years qualifications at Level 3 and 5. The setting receives support from the local authority and has good links with the local school.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and clearly enjoy their time at the pre-school, where they have formed good relationships with each other and staff. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests. As a result, children make good progress in their learning and development. Effective partnerships with parents and other agencies are in place which ensures every child is well supported in the pre-school. Most policies, procedures and documentation are well implemented, which contributes to the welfare and safety of the children. Staff work closely together to monitor and evaluate the quality of the provision; this demonstrates that the setting has a good capacity for making continuous improvement.

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

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

- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 31/01/2011

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

- improve assessments to give a summary of a child's achievements at a particular point in time so that their progress can be tracked
- improve the systems for the organisation of the setting by developing the use of reflective practice and self-evaluation, for example, by obtaining views from parents.

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

Children's safety is well promoted because staff have a good understanding of safeguarding issues and are clear of their responsibilities to protect children. A safeguarding policy is comprehensive and in line with the Local Safeguarding Children Board guidelines. Effective systems are in place for checking the identity of all visitors and recording their arrival and departure times which protects children from persons not vetted. Good procedures are also in place for the collection of children which involves children lining up and waiting for their name to be called by staff. Most of the legally required documentation is in place, however, the pre-school do not have information about who has legal parental responsibility for the children. This is a legal requirement that has not been met.

Toys, resources and furniture are well organised and utilised to promote children's learning and development in all areas. Children learn about the diverse community through a good range of toys and resources which promote equality of opportunity. For example, there is a large selection of books and dressing up clothes, such as, sari's which reflect different cultures and lifestyles. In the role play area children have access to small world figures which reflect different races.

Good methods are in place to monitor and evaluate the quality of the provision. The Ofsted self-evaluation has been completed and staff attend regular training to improve their skills and knowledge of early years. Previous recommendations with regard to children's learning have been fully addressed which has improved outcomes for children. Meetings are held weekly to discuss planning and children's needs. However, procedures to fully explore parents' views needs further development to ensure they are fully included in the process of improvement.

Partnerships with parents and carers are good. Staff collect the majority of essential information about individual children when they start the setting. This information is then used for future planning. Parents have access to children's learning journals and are kept well informed about their children's progress through daily discussions. There are effective links with other agencies such as the local authority workers and the local school which supports children's smooth transition when they leave the pre-school. Staff also work part-time in the school which further supports children to settle in to school. Positive comments were received from parents on how well their children had settled in and enjoyed their time in the pre-school.

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

Children are well cared for in an environment which is accessible, inclusive and welcoming. There is a good range of adult-led and child-initiated activities offered to the children each day. The indoor environment is well organised to include the six areas of learning and planning takes into account children's individual interests and ideas. Staff carry out regular observations which help to identify the next stage in children's learning. Systems for assessment are currently being reviewed and updated, which means that records do not clearly demonstrate children's progress in their learning. Staff work with a small group of children and are clear about the level of support and extension of each child in their care. As a result, children make good progress in the six areas of learning.

Routines, such as, snack time are used to support children's independence. For example, children choose from a variety of healthy snacks and pour their own drinks. They also tidy up after themselves by placing cups and plates in a plastic bowl when they have finished. Children write for different purposes and make marks with a good range of resources, such as, crayons, pens and pencils. Labels are displayed throughout the environment and the signing in system helps children to recognise their names. Some children are able to write and recognise many symbols from their names and have a wide vocabulary. Children ask staff to read their favourite stories which they enjoy in small groups. The maths area promotes children's awareness of numbers, colours and size. They use buttons, pebbles and real money to sort and count with. Children express themselves through a wide range of messy play which includes sand, water and paint. Behaviour is good in the setting. Children begin to understand the need to share and take turns, appropriately supported by staff.

Good methods are used to encourage children to adopt healthy lifestyles. For example, children follow effective hygiene routines which include hand washing after activities and before snack time. Children have regular opportunities to develop their physical skills. They manoeuvre wheeled toys with confidence in the hall and use the large climbing frame to develop skills in climbing and balance. They develop their hand and eye coordination as they take turns to throw and catch bean bags and balls with staff. Children learn to be safe as they tidy up toys and also clean the sand and water off the floor.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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