

Tinky's Pre-School

Inspection report for early years provision

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Inspector

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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

Tinky's Pre-School was registered in 2004, following a change in ownership, and is privately owned and run by the owner and her assistant. They moved to new premises in 2010. They occupy a self contained building on the school premises with their own outside play area. They have sole use of the whole premises. The setting is registered on the Early Years Register to care for up to 26 children aged from two years to under five years at any one time. There are currently 48 children on roll, 30 of whom receive funding for nursery education. The pre-school is open during term time only, from 08:45am to 3:00pm Monday to Friday. Children can attend for a session or the full day. The setting supports children who have English as an additional language and those who have special educational needs and/or disabilities. Seven staff are employed, all of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff has a secure understanding of the Early Years Foundation Stage. Children are safe and secure and are involved in a wide range of play opportunities to support their learning and development, although at times the more able children are not sufficiently challenged. The children enjoy free-flow play to the outside area increasing the use of this area to give children more opportunities to explore and investigate is an area for development. They have a good partnership with parents ensuring they are kept well informed on a daily basis how their child has been. The setting is well established and they review their practice through their own self-evaluation and regularly access training to refresh their knowledge. They demonstrate a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments to plan for children's next steps of development, and ensure the more able children are fully challenged
- develop further the use of the outside play area to maximise the play opportunities for children to explore and investigate.

The effectiveness of leadership and management of the early years provision

The staff at the pre-school are welcoming and work well as a team. They are clear in their roles and responsibilities. Children are supervised well at all times and the staff regularly up-date their safeguarding training and are clear of what to do in the event of a child protection concern. They have good links with outside

agencies to support children with specific needs. All the staff have appropriate checks to ensure they are suitable to work with children and a commitment to keep up-to-date with current legislation and ensure they renew certificates such as their first aid training. Regular team meetings are held to reflect their practice and to support their planning. There are secure systems in place for the induction of new members of staff and all staff have regular staff appraisals. Children's safety is given high priority and is supported very well by the secure systems in place. Risk assessments are completed and the fire drill practiced with the children so they are clear of what to do in the event of an emergency. Children talk about keeping themselves safe during their play. They recognise and talk about dangers when playing educational games on the computer. For example, how to be careful when using scissors. They demonstrate a secure sense of security and the younger children learn by example.

Children have access to a good range of toys and resources that all in good condition and easily accessible allowing them to make their own choice of what they would like to do and play with. The children by choice tend to choose to play outside which is set up with a range of play opportunities that the setting intend to expand they can also use the school grounds. Children are encouraged to play out in all climates and the pre-school has splash suits and wellingtons to provide as necessary. They plan topics to enable children to learn about diversity.

The pre-school seek the views of parents, and keep them well informed through regularly news letters. Parents are warmly welcomed and a good exchange of information is shared when they collect their child. They have introduced open days to encourage parents to come in and meet with their child's key worker and to look at their child's Learning Journal; this enables parents to support their child's learning at home. They have secure links with other settings that children attend. They work effectively with the school engaging in school activities and the children having their lunch in the school hall which enables them to meet up with their siblings and prepares them in readiness for when they start school.

All regulatory documentation is in place and maintained to a good standard and regularly reviewed. This includes clear accident records and parental consent to seek medical advice or treatment in an emergency. Children's and staff attendance is accurately recorded as are visitors to the setting. Through their own self-evaluation they have reflected their practice and evaluated how the sessions are going since moving to their new premises and have accurately identified areas for their own development to enhance their provision and are committed to providing quality childcare.

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

Children are very happy and secure and confidently move around the well set up play room and to the outside play area. They have access to a very good range of toys and resources that are easily accessible and all in good condition. Attractive displays of children's work are displayed showing parents the activities that the

children have been doing and the festivals they have celebrated. Children interact well with their peers and are confident to introduce themselves to visitors and say how they are feeling and talk about what they have been doing. They talk about their families and significant events in their lives, and confidently turn to staff for support. Children make their own choice of what they would like to play with. However, at times some children take time to decide what to do as they wander around the room and the more able children are not always challenged to build on what they know and can do easily. The children enjoy the outside play area immensely, developing this area further will give children more opportunities and challenges in their play to explore and investigate. The staff complete observations and assessments of the progress they see the children making to support their planning and children's next steps. Children's achievements are acknowledged with certificates.

Children are very confident in their own self-care and know to wash their hands before snack. Children enjoy helping with the preparation of snack time looking for items in the fridge with a member of staff and talking about healthy eating and the colours of the fruit they are preparing. Snack time is a self-service system with the children helping themselves to what they would like and pouring their own drinks. Staff give gentle reminders to the children that the snack is available particular for the children engrossed in play outside. The pre-school invite the dental hygienist and community nurse into the pre-school to talk to the children about being healthy. Through topics children learn about keeping themselves safe in the sun and the importance of physical exercise.

Children's language is encouraged very well with good support given to children that need it. Children enjoy looking at books together as well as asking members of staff to read to them. They enjoy a game of picking pictures from a bag saying what is on the picture and then singing the song. Children enjoy using the laptop and completing educational games commenting as they complete tasks. Children have access to a range of craft and mark making materials to support them in their play and take a pride in their art work, asking members of staff to put it safely to dry. Children are keen to show their parents on arrival what they have made. Children engage in role-play and have good resources to support them such as dressing up clothes.

Children count in naturally occurring situations. For example when playing with the water tray catching items in their nets and counting how many they have caught. They learn about volume playing with jugs filling items and seeing what sinks and what floats. They learn problem solving playing games together and making jig saws. The staff promotes positive behaviour very well and is consistent in dealing with behaviour management. They seek support from outside agencies as necessary. Due to the familiar routine and the consistency of the staff children listen well to instructions and behave well. They learn to be kind and thoughtful to each other and to value the resources and actively help at tidy up time. Children's positive contribution is very well supported they learn good social skills, and to share and take turns. Children's self-esteem is boosted through the staff giving praise and encouragement. They know the children well and are clear of how children are progressing in all areas of learning.

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	1
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	1
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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