

# Toad Hall Pre-School

Inspection report for early years provision

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**Unique reference number** 117243  
**Inspection date** 09/03/2011  
**Inspector** Julie Wright

**Setting address** St Gabriels Church Hall, Hyde Park Road, Plymouth, Devon,  
PL3 4JN

**Telephone number** 01752 225102 or 0771 2263412

**Email**

**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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Toad Hall Pre-School opened in the late 1960s and moved to its present premises in 1997. It operates from a large church hall in a residential area, two miles from Plymouth city centre. Children have access to a secure outdoor area. The setting opens five days a week during school term times. Sessions are from 9.15am to 11.45am each morning from Monday to Friday, and from 12.45pm to 3.15pm on Monday, Tuesday, Wednesday and Friday.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 26 children aged under eight years, 26 of whom may be aged from two years and within the early years age range, at any one time. There are currently 57 children on roll in the early years age range. The setting is in receipt of early education funding for children aged three and four years. There are 10 staff employed to work with the children, nine of whom hold early years qualifications. The setting is a member of the Pre-school Learning Alliance. It has achieved a number of nationally recognised awards for its provision and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff provide a highly effective programme of activities to successfully promote all areas of children's learning. They have an excellent knowledge of the Early Years Foundation Stage framework, meeting all requirements thoroughly. Consequently, children are very happy and thrive in the setting. Staff promote extremely good partnerships with parents and relevant others. This contributes significantly to meeting children's individual needs and effectively promotes most aspects of inclusion. Staff are rigorous in their self-evaluation and demonstrate a strong commitment to future developments.

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

To further improve the high quality early years provision the registered person should consider:

- introducing key words in children's home or additional language, to enhance the opportunities for all children to develop respect and understanding for each other's backgrounds.

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

Staff ensure that children are very safe and completely secure in their care. They always work above minimum ratios so that children are consistently well supported and supervised. Thorough risk assessments are conducted and hazards minimised. Frequent fire drills result in children responding promptly to the emergency signal. Staff are highly conscientious as children arrive and leave with their parents. Each exit is monitored by an adult and there is a door alarm system in operation during the session. Robust vetting and recruitment procedures ensure that children are cared for by suitable persons. Staff demonstrate clear confidence in their up to date knowledge of the Local Safeguarding Children Board procedures, which protects children's welfare. Records and documentation with regard to effective childcare provision are very well organised. Comprehensive policies and procedures to promote children's welfare are fully implemented

Staff work exceptionally well together and are meticulous in their planning and provision of activities. Excellent attention to detail ensures that play space and resources are fully utilised. Staff create a highly stimulating and enabling environment for children to learn through play. Toys and activities are readily accessible and very well organised. Signs, pictures and labels are used to great effect around the setting, in particular to promote inclusion and to help children make choices. Staff efficiently arrange the hall so that it is welcoming and interesting, with children's creativity displayed to promote self-esteem. Children's health is successfully promoted within the routines. For example, staff ensure effective hygiene procedures to prevent risk of cross-infection. They provide a variety of healthy options for children to choose from during the café style snack time. Physical play opportunities are plentiful and children benefit from fresh air and exercise at each session. Staff are highly skilled in positive behaviour management strategies. They ensure a consistent approach, setting clear age-appropriate boundaries which children understand. Children are proud to be nominated 'Special Helper' and to help staff during the session.

Rigorous systems to observe, assess and plan for children's individual progress are in place. Staff compile regular summary reports, which give a clear indication of children's excellent progress. Parents have daily access to the records of development and make contributions to them. They are very well informed of children's activities, achievements and of forthcoming events. Parents are warmly welcomed into the setting and a rota for helpers means that children benefit from extra support. Fund raising events take place involving the local community. For instance, children take part in a sponsored tricycle ride at the local park. Parents organise bring and buy sales and are keen to support their pre-school. Feedback from parents at inspection is very positive. They describe excellent working relationships with staff and they are highly complimentary about the care. Established systems to liaise with other agencies and providers are in place. This means that children's additional needs are met and that children benefit from good transitional arrangements. Staff are dedicated to securing improvements for the children, constantly reviewing their effectiveness. With the help of parents they have transformed a previously insignificant outdoor space into a valuable learning

area. They attend an extensive range of training courses and continually strive to develop in a professional capacity.

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

Children show a keen sense of belonging as they arrive happily and immediately take part. They have an excellent awareness of the daily routines and are highly cooperative. Children readily join together and listen carefully at registration time, prior to making choices from the activities available. Staff prepare cards with pictures to help children make decisions about what they plan to do. Later in the session they review the cards and reflect with children on what they have actually done. Children begin to develop a sense of responsibility and show positive attitudes to learning. Concentration levels are sustained throughout activities and children thoroughly enjoy themselves. Children become confident communicators, using descriptive language as they play and express their needs. They have excellent relationships with staff and benefit greatly from the close support and skilful interventions. Physical play opportunities are incorporated into each session. Children willingly join in the singing and action games, changing directions according to the instructions. They have great fun and demonstrate a very good understanding of what is expected. Children understand that at times they must wait, take turns and respond promptly to staff. This contributes to their safety and positive behaviour.

Children investigate and explore, showing curiosity and an inquisitive nature during the sessions. They respond with much enthusiasm to signals and suggestions made by staff. For example, when the café opens they rush to wash their hands when they decide to eat. They select their own names to self-register and then look at the menu, which has words and pictures. A choice of three drinks are available in jugs for children to pour from. Children carefully select a plate, often by favourite colour, and then take their food carefully to the snack table. In suitable seasons children grow produce in the planting area, this helps them to understand where food comes from. These include garlic, fruit and vegetables, which are enjoyed at snack times. Children also develop an interest in nature by feeding the birds and growing plants in the wall baskets. They take turns to play outside in small groups and thoroughly benefit from the carefully prepared activities. Children delight at rolling balls down a series of tubes, running alongside to catch them at the end. They also enjoy blowing soap bubbles, following and popping them. Staff arrange outings for children, both in the nearby area and at further distances. Local community police officers call into the pre-school, which provides an impromptu learning opportunity for children.

Children form friendships and play exceptionally well together. They take part in events or activities that help them understand similarities and difference in people and places. Resources are readily accessible which reflect diversity, promoting early awareness and positive attitudes. Children learn to respect that people come from various backgrounds, although they are not always aware that different languages may be spoken. Staff instinctively promote and extend children's

learning during activities. They have an excellent awareness of children's individual capabilities and adapt activities accordingly. Staff divide children into different sized groups and also provide individual attention. This means that children receive specifically tailored challenges to their learning. During the session children move around with great confidence. They play imaginatively in the role play area with a good range of resources. The 'house' area includes age-appropriate furniture so that children can sit in their kitchen and pretend to have a meal. There is also an office space, which includes writing materials, diaries and everyday technology for children to use. Mathematical language is heard throughout the session as children make comparisons, calculations and solve problems. They take part in cooking activities, such as, making pancakes and preparing vegetables for a stir-fry meal. This involves children considering consistency, quantity and processes. Children develop a keen interest in stories and are proud of their 'book bags'. They frequently borrow books and enjoy shared reading at home with their families.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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