

Topsy Turvy Pre-School

Inspection report for early years provision

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Inspection date	03/03/2011
Inspector	Amanda Allen
Setting address	Brooks Hall, Harwood Avenue, Hornchurch, Essex, RM11 2NY
Telephone number	07752 143871
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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

Topsy Turvy Pre-School opened in 1996 and operates from a scout hall in Hornchurch, in the London Borough of Havering close to shops, schools and local transport links. The premises comprises of a large main hall, a kitchen, cupboard/sore rooms, children's bathroom facilities and an accessible toilet facility. The pre-school has sole use of the hall whilst in session. There is a secure, enclosed garden area for outdoor play. There is level access to the premises and bathroom facilities are accessible.

The setting is registered on the Early Years register, to care for a maximum of 26 children, in the early years age range. There are currently 70 children on roll. and of these 43 receive funding for early education. The setting operates from 9.15am to 11.45am and 12.30pm to 3pm Monday to Friday term time only. The preschool employs ten members of staff including the two managers. Of , these, nine hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted well. Children are very happy and settled because the staff at the pre-school create a safe and secure environment. The staff help the children to feel comfortable whilst they attend the setting. The children are kept safe whilst attending the setting due to daily safety checks and risk assessments. Children are making good progress, given their age, ability and their starting points. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. Evaluation and reflective practice ensure the setting builds on the staff's professional development and that of the service it provides. The preschool have made significant improvements in line with the issues raised at the last inspection, including the implementation of the planning cycle and ensuring that parents have access to the regulators' contact details. Partnerships with parents and outside agencies is a key strength which ensures children's needs are fully met.

What steps need to be taken to improve provision further?

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

- improve fire evacuation procedures and carry out drills more regularly so that all chn at the setting know what to do in an emergency
- further develop the safeguarding policy to include procedure to be followed in the event of an allegation being made against a member of staff.

The effectiveness of leadership and management of the early years provision

The setting has clear written safeguarding policies and procedures in place and provides information to parents which is in line with the Local Safeguarding Children Board guidelines. However, the current safeguarding policy does not include a procedure to be followed in the event of an allegation being made against a member of staff. A range of daily risk assessments are carried out for all areas of the hall and for the outside of the building. This ensures that the safety of the children is maintained at all times. Staff have a very good understanding of the safeguarding children procedures and are clear about the action required to protect children should the need arise. Fire drills are carried out and practiced with the children, although this is not on a regular basis. The procedure is routine and children are told about the procedure before it happens. As a result, there are missed opportunities to improve each fire drill and not all children know what to do in an emergency.

The staff adapt activities for all of the children to meet their individual needs. Staff are all fully aware of the needs of the children and work very closely with people from outside agencies. Staff work very well with parents and outside agencies in writing the children's individual educational plans. Consequently, staff are committed to inclusive practice. They work together to ensure the needs of the children are paramount and that they are progressing well with their development. The children enjoy learning about different festivals and celebrations from around the world. The staff teach the children about Chinese New Year, Easter, Christmas, Diwali and other festivals.

The staff have excellent partnership with the parents of the children. The staff ensure parents are kept informed throughout, the time their child spends at the setting. This builds extremely effective bonds and children benefit greatly from this. The staff share all of their observations and portfolios of the children with the parents at regular termly meetings. The managers have well organised systems in place to ensure all of the required records and documentation are available at all times and are kept safe and secure. This ensures that records are confidential. All developmental records are shared with the parents and the staff ensure all parents are kept up to date with any accidents and/or incidents. The setting has full policies and procedures in place which are available at all times for parents to view.

The self-evaluation process is effective and the managers and staff are able to clearly identify the setting's strengths and weaknesses and they work with the local early years team to maintain continuous improvement of the provision. All staff attend regular training sessions which updates their knowledge and understanding of the Early Years Foundation Stage.

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

All children are very happy and settled at the setting. The staff make good use of the information that is shared between them and the parents. The staff use a range of media to gather a clear picture of their individual needs. Staff use observations, photos and the children's work. Observations are detailed and are used to inform the planning of the continuous provision for the children. Each child's next step is used in the planning cycle as a learning intention for the staff to move the children on with their developmental progress. Children attending the setting are clearly respected by staff. They seek the views of the children during activities about what they like to do and which resources they would like to play with. Planning for all children ensures that they are all able to progress with great success, given their ages, abilities and their starting points.

Children have access to a good range of resources to choose from on a daily basis, which are laid out around the hall to reflect the six areas of learning. Children have a good mix of child-led and adult-initiated activities. Children have access to a good amount of resources which reflect diversity and equal opportunities. Staff interaction with the children is enthusiastic and they use lots of open questions and praise to help extend their learning and develop their language skills.

Children enjoy using a range of craft materials such as, gluing and sticking collages, which enhances their creative development. Staff ask a wide range of questions to extend children's learning and to encourage their problem solving skills, for example questions about colours, numbers, letters and words during everyday activities such as circle time and snack time. The outside area is well organised and enhances the children's development of their large and small muscle movements, as they use the range of well maintained play equipment. A good range of large equipment is available both inside and out such as, climbing frames, play houses; bikes and trikes enable children to use the in side and outside space in a range of ways. The children's small muscle skills are enhanced by the activities they have on offer around the setting, across all six areas of learning. Children thoroughly enjoy drawing pictures of their homes and families and writing their names on the back with support. Staff encourage children to talk about their families and they enjoy listening to the story about a family of goats in "the three Billy goats gruff". Children learn about different cultures as they enjoy celebrating different festivals, dressing up and reading a variety of books from around the world. They have access to many positive images of different cultures, religions and abilities.

Children have a good understanding of healthy eating as they are encouraged to discuss the healthy foods on offer to them throughout the sessions. Children benefit from a healthy range of snacks during each session, which are adapted to meet all individual dietary needs. Children have a very secure awareness of their own safety. Staff use daily discussion and gentle reminders to encourage children to keep each other safe and as a result children move around the setting with confidence and have a great awareness of any strangers in the building. Children's behaviour is very good and they have developed warm, effective relationships with

staff and other children. This contributes to their feelings of safety as they learn in a caring, environment that values their individual needs.

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	3
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	2
The extent to which children develop skills for the future	2

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