

Tykes Pre-School

Inspection report for early years provision

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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

Tykes Pre-School has been registered since 2009 and moved to its current location in 2010. It is a privately owned setting which operates from the Bewbush Centre in Crawley, West Sussex. The pre-school serves the local area and is open during term time only, Monday to Friday 9.15am to 12.15pm and additional times of 12.30pm to 2.30pm on Monday and Wednesday. The pre-school is registered on the Early Years Register to provide care for a maximum of 26 children aged from two to under five years. Currently there are 31 children, aged from two to four years on roll. This includes three and four-year-old children who receive funding for nursery education. The setting is able to support children with special educational needs and/or disabilities and those for whom English is an additional language. There are five members of staff, four of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted well and their health and safety maintained through the setting's clear practices, policies and procedures. Children make generally good progress in their learning and development and they are recognised as individuals by the enthusiastic staffing team. Partnerships with parents and other early years settings are generally well fostered. The leadership and management of the setting is well organised which enables continual development and improvement. This ensures that an inclusive environment is provided which develops good outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information, knowledge and expertise with parents and other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development
- organise the book corner to enhance children's interest in the use of books and other reading matter.

The effectiveness of leadership and management of the early years provision

Children's welfare is competently safeguarded due to robust procedures. For example, rigorous recruitment, induction and vetting procedures ensure that adults are suitable to work with children at all times. Staff show a clear knowledge and understanding of child protection issues, which ensures that they are well

equipped to deal with any concerns that they may have. The setting undertakes thorough risk assessments to ensure that the building, equipment and resources are safe and fit for purpose, this ensures that staff are fully aware of the potential hazards and enables them to minimise risks, which secures children's safety at all times. Staff have a thorough understanding of relevant procedures, therefore, children's good health and well-being is promoted at all times. Required records are in place, well kept and confidentiality is maintained.

The setting has a strong commitment towards continuous improvement. Parents are included in this process where their opinions are sought through the use of periodic questionnaires. Staff regularly meet to discuss new ideas and evaluate their practice to continually improve the standard of care and education for all the children. There are well targeted plans for the future and current development of the setting; as a result children now enjoy a secure outdoor play area. An effective appraisal and training programme is in place providing many opportunities for the staffing team to develop their professional status.

A team of experienced childcare professionals work effectively together. They deploy themselves well, which ensures that all children are fully supported. Available space and resources are well organised which creates a stimulating learning environment, enabling children to thrive in a nurturing atmosphere.

Staff have a secure understanding of children's individual needs and fully supports children with special educational needs and/or disabilities and for whom English is an additional language. Good links are made with external agencies to ensure that specific needs of individuals are highlighted and fully met. However, effective partnerships with others providing early years care and education is not fully secure.

Partnerships with parents and carers is evolving well. There are good systems in place for the sharing of information; regular newsletters, well-presented notice boards, availability of policies and procedures alongside verbal feedback with staff ensure that parents are kept informed as to events, routines and operational practices of the setting. Parents have periodic opportunities to meet with staff to discuss children's progress. However, systems have not yet been fully established to encourage parents to become equal partners in their child's learning to ensure a consistent approach to learning within the home.

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

Children make sound progress towards the early learning goals. The setting gathers a range of information about children as they begin their journey into pre-school, which provides a basis for key persons to ascertain their starting points and develop a programme of activities in support of their developmental progress. The use of learning profiles allows staff to observe and assess children's individual progress and reflects children's achievements and next steps to ensure that their developmental progress is individually tailored to fully support their learning and

development.

Children are very happy and well settled within a friendly and nurturing environment. They are at ease and secure with staff and readily seek reassurance and assistance when needed. For example, children readily ask for help when pursuing their chosen activities. Children have access to a wide range of attractive play resources, which are easily accessible, helping children to make informed choices about their play, allowing them to follow their own interests and desires. Space is organised well, to allow children to move freely with confidence in their chosen learning experiences, where they spend sustained periods of time in their chosen activities, showing that they are engaged and enthused. Children's independence is well fostered through all activities and routines that they undertake. For example, the provision of a rolling snack bar enables children to choose when they wish to take their snack.

Children behave very well. They demonstrate a positive attitude to each other as they share ideas and resources and include each other in their play. Staff are on hand to disperse any situations that may arise, which they do calmly, providing clear explanation as to expectations helping children to work harmoniously with each other. Children have good opportunities to respect diversity by celebrating festivals from different cultural traditions as well as their own, which is well supported by activities, resources and displays of positive images which are seen throughout the setting. Children develop a keen understanding of the importance of good health. They enjoy a range of healthy fruit options at snack time and they receive daily fresh air and exercise in the newly renovated outdoor play area. Children develop good personal hygiene routines as they independently wash their hands prior to eating their snacks and also after visiting the toilet. They are aware of their bodily needs as they access their drinking water independently to refresh themselves during their play session.

Children enjoy a varied programme of activities which provides support in developing their skills for the future. Children enjoy listening to stories as told by staff, which are brought to life with a range of visual aids. Children have access to a varied array of books; however, the organisation of the book corner does encourage the use of books and other reading matter independently. Children enjoy using a range of mark making materials throughout all aspects of their play, for example, they make lists in the role play area and spend sustained periods of time in the graphics area exploring and using a range of writing materials. They enjoy using a range of mathematical equipment which enables them to develop their use of number and other mathematical concepts through games and activities. Children's creative flairs are enhanced as they paint and explore its properties and as they use a range of musical instruments. Changing role play areas provide opportunities for children to act out familiar scenarios in their own lives and explore their own imaginations. Children show skill and perseverance as they use computers and other technological equipment. Overall, children in this nurturing and child-centred pre-school are prepared well for their next stage 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	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

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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