

# Tadpoles Pre-School Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY297130
<b>Inspection date</b>	26/05/2011
<b>Inspector</b>	Janet Dinsmore
<b>Setting address</b>	Henbury View First School, Hillside Road, Corfe Mullen, Wimborne, Dorset, BH21 3TR
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<b>Email</b>	
<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*.

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## **Description of the setting**

Tadpoles Pre-school Limited was registered in 2005. The pre-school has exclusive use of a classroom and dedicated outdoor area within Henbury View First School. It also has use of the hall, adventure playground and large play space in the school grounds. The setting is registered on the Early Years register and receives support from Dorset Sure Start. The pre-school is open from 8.45am to 11.45am weekdays during term time. Afternoon sessions from 12.35pm to 3.35 pm run according to demand and increase in spring and summer terms. The pre-school is registered to care for 16 children aged two to under five years. There are currently 44 children on roll, 40 of whom are in receipt of early years funding. The pre-school supports children with special educational needs and/or disabilities. Seven staff work with the children, six of whom have early years qualifications, with five at level 3.

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

Overall the quality of the provision is good.

Tadpoles Pre-School provides well for the children enabling them to make good progress in all areas of learning and development. There are very good relationships between children, staff and parents leading to a calm and purposeful atmosphere. There is an excellent relationship with the First School which contributes to the development of the provision and a smooth transition for the children who continue to the Reception class. The experienced staff run the pre-school cooperatively and this enables them all to contribute well to self-evaluation and improvements to the provision, including updating policies and reviewing practice which require some minor adjustments. As a result there is good capacity to improve.

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

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

- ensure that the recruitment policy incorporates recommendations for selection on the basis of employment history and identity checks
- consider re-organising large group times, particularly snack and story to promote more independence.

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

All staff are well trained to ensure that safeguarding of children is a priority. All necessary checks are carried out and records kept securely. Risk assessment is good and carried out daily for all areas used by the children. Policies are clear and

are regularly updated. The recruitment policy needs to be revised to incorporate recommendations for selection on the basis of employment history and identity checks.

Very good staff ratios are maintained so children get good support with their learning and development. Resources are well used to promote good progress in all areas of learning and development particularly children's knowledge of growing and plants. Equality and diversity are promoted through regularly planned learning opportunities, such as themed weeks focusing on celebrations from a range of cultures. Resources reflect a range of diverse cultures. All children are valued and treated equally in the setting. There is very good liaison with the area special educational needs coordinator, ensuring that there is regular reporting of small steps of progress towards targets. Other professionals work with the pre-school to provide good support to children with special educational needs and/or disabilities.

All pre-school staff contribute to self-evaluation taking into account the views of parents, carers and children. They meet every month to review the provision, plan for children's learning and respond to suggestions. Recommendations from the previous inspection, to ensure that the child protection policy reflects the area child protection committee procedures and to consider developing the prospectus to include more detailed information about the Foundation Stage framework for learning have been implemented. Advice from the Sure Start advisory teacher is also acted upon. There is an accurate view of the pre-school and the areas for improvement so capacity to improve is good.

There is an excellent partnership with the school. The children join the Reception class for transition visits and the whole school for events throughout the year being fully incorporated into the school sports day. This ensures a smooth transition to school.

Parents and carers are very happy with the pre-school. They say that staff are very friendly and that their children's learning and development is well supported. Parents receive regular newsletters and come to discuss their child's progress each term. The daily communication is effective in reporting to parents the activities their child has participated in and particular highlights are shared.

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

Children are actively engaged in a good range of activities that support their learning and development for example in the current topic of 'Growing'. The role play area is a florist's shop, where children enjoy acting as shopkeeper and are encouraged well by an adult joining in, modelling good language and promoting social skills development. Children plant beans and other plants to take home so involving parents in the learning. Children know that plants need water to grow and harvest radishes for their snack so providing good purpose for activities. A good variety of topics are covered throughout the year including Chinese New Year, Divali and Eid which promote understanding of diversity and provide

opportunities to link with the Reception class for events.

Adults support learning well when children are choosing activities for example by becoming involved in their role play with model cars and fire engine as they rescue people, making suggestions and encouraging vocabulary development. Children play safely, behave considerately and use tacks and hammers well to construct wooden shapes into a gearbox and helicopter for example. Children enjoy playing musical instruments to accompany their suggested songs and show good rhythm and singing skills. Adults respond well to children's requests for a further opportunity to have Jack and the Beanstalk story told using puppets. Children were familiar with the story and joined in the giant's refrain. It would be improved further if children could use the puppets themselves. Whole group times such as story and snack are not yet organised in such a way that will promote more active engagement and independence. The outdoor area was used well to extend the space for learning and children drew with chalk and whiteboard pens on a variety surfaces, played drums, playing syllables in names through good encouragement by adults. Children have a computer available throughout the session with programs that extend their information and communication technology skills well. They demonstrate good mouse skills and ability to open new documents, resulting in a parent comment that their child is becoming very competent with a computer.

Observation contributes well to assessment of learning and development through planned long observations and the good recording of incidental learning throughout the session. These are collated by the key worker for each child and with photographic evidence forms a record of development that is shared with parents and ensures that children are making good progress in all areas. Monthly meetings enable adults to plan well for the next steps in learning resulting from the observations.

## 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	1
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	1

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