

Tiddlywinks Preschool Great Horkesley

Inspection report for early years provision

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Inspector Sarah Clements

Setting address Bishop William Ward School, 22a Coach Road, Great Horkesley, COLCHESTER, CO6 4AT
Telephone number 01206 272669
Email tiddlywinkspreschool@hotmail.com
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

Tiddlywinks Preschool Great Horkesley, opened in 2008 and re-registered when it moved into new premises in 2011. It is run as a community interest company. It operates from purpose built premises within the grounds of Bishop William Ward School in Great Horkesley, Essex. All children share access to a secure enclosed outdoor play area. The setting is open each weekday morning from 9am to 12pm, with a lunch club from 12pm to 1pm. The preschool also opens on Tuesday and Thursday afternoon from 1pm to 4pm. Sessions run during school term time only.

The provision is registered by Ofsted on the Early Years Register. A maximum of 34 children may attend the setting at any one time. There are currently 46 children in the early years age range on roll. The preschool is currently supporting a number of children with special educational needs and/or disabilities and children who have English as an additional language. The setting provides funded early education for three and four year olds.

There are 10 members of staff, including an administrator. Eight staff hold an early years qualification to at least level 2 and two staff are working towards a higher qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and feel very safe and secure at the preschool. They make very good progress in all areas of their learning and development because staff have a strong understanding of the Early Years Foundation Stage and know how to promote good outcomes for children. The preschool has an inclusive approach and provides effective tailored support for children with special educational needs and/or disabilities. Children reap the benefits of the excellent relationships formed between staff, parents and carers. There are generally good systems in place to monitor the quality of the provision and staff are beginning to explore a wider range of quality improvement tools to extend the self-evaluation process further.

What steps need to be taken to improve provision further?

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

- extend the system of self-evaluation by using a wider range of quality improvement tools and monitoring the impact that improvements have on outcomes for children.

The effectiveness of leadership and management of the early years provision

The setting has established very effective procedures for safeguarding the children who attend the preschool. Written safeguarding policies are reviewed regularly and set out clear guidance for referring any serious concerns to the relevant child protection agency. Systems for recruiting new staff are robust and ensure that all staff complete the required checks to confirm their suitability to be in contact with children. All staff are involved in completing ongoing risk assessments of the premises, toys and equipment. This means that high standards of safety and security are maintained for the children. Children depart the setting very safely because staff are particularly careful to monitor the main door and ensure that children are only released into the care of known parents or carers. Children benefit from the newly built premises which has been designed to fully promote their sense of belonging and independence. For example, they can easily access low-level storage units and tables and have space to spread out with toys and games at floor level. The setting is taking well-considered steps to ensure the provision remains sustainable. For example, they take advantage of a clothes donation scheme to raise funds to purchase additional resources for the children.

The manager and staff are motivated in their roles and work together as a cohesive team. Well-organised staff rotas ensure that staff are deployed effectively to support the children directly and ensure the preschool runs smoothly on a day-to-day basis. Progress towards improving the quality of the provision is positive as there are some good systems for self-evaluation. Staff often reflect on their practice and take time to jointly discuss any areas for future improvement. For example, they review the layout of furniture in the new building and continue to develop labels to add interest to the outdoor area. However, the setting is yet to make use of a wider range of self-evaluation tools to ensure staff can clearly evidence the impact of any actions taken and demonstrate how these lead to improved outcomes for children.

The setting has a fully inclusive approach to meeting the needs of all children. They actively promote equality of opportunity and ensure that good systems are in place to support children with special educational needs and/or disabilities. Children experience excellent levels of continuity of care because of the staff's unquestionable commitment to working closely with parents and carers. Parents appreciate the staff's welcoming and approachable manner and feel that they 'go the extra mile' to ensure they are kept fully informed of their children's time at the setting. There are rich opportunities for parents to continue their children's learning at home, as they help their children to nurture the seeds they plant for the preschool's garden. Parents are willing volunteers and staff are able to tap into their experiences and expertise. For example, one parent gets involved in designing the preschool's website and another parent donates a traditional dress from China. The setting continues to develop very close links with the host primary school to ensure children experience a smooth transition into full-time education. The setting also works closely with other early years groups and childminders by sharing information about children's development and agreeing on a joint approach

to supporting children's needs. As a result, children's continuity of care and progression is further enhanced.

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

A well planned settling in process ensures that children are supported to develop a strong sense of belonging from the beginning. Through the completion of an 'all about me' book and ongoing observations, each child's key person is able to plan the provision to ensure it reflects the children's interests. For example, staff use familiar trains to settle children during their initial sessions and plan activities based on a space theme to build on the children's interest in aeroplanes. Children benefit from a well planned and interesting environment which offers plenty of room for them to move around freely both indoors and outdoors. They are given lots of scope to be independent and staff understand the importance of encouraging children to attempt to do things for themselves. For example, children are supported to take responsibility for tidying away the toys and are given time to put on their own Wellington boots. Children play confidently alongside each other and often initiate their own learning. For example, they develop their numeric understanding as they count and identify colours whilst building towers with small cubes. There are many books available, which children enjoy sharing and bringing to life with various puppets. Many of the children are able to recognise their own name in print when self-registering at the beginning of the session and some children are developing the ability to write their names for themselves. The staff are effective in promoting the communication needs of children who speak English as an additional language. For example, staff take time to gather key words and phrases in children's home languages and ensure some of these are displayed as labels in the preschool environment. Children develop strong skills for the future as they explore a wide range of information and communication technology. For instance, they use telephones and cash registers as props in their role play situations and confidently operate the functions on the interactive whiteboard and laptop computer.

Systems for assessing children's learning and development are effective. Staff make good use of a variety of methods to record the things children say and do as they play. This enables them to successfully track each child's progress against the expectations of the Early Years Foundation Stage and to skilfully determine the next steps in their learning and development. A good range of different festivals and cultural practises are covered in the planning, ensuring children are supported to acquire a positive awareness of diversity and the wider world. For example, children have opportunities to use chopsticks as they taste traditional Chinese noodles and share non-fiction books featuring people from different ethnic backgrounds.

Children respond well to the staff's consistent approach to supporting behaviour. They show concern for one another and share resources with very little need for support from the staff. They talk contently during snack times and enjoy a healthy provision of fresh fruit and crackers. Staff make the most of opportunities to promote children's skills during snack time as they encourage them to pour their

own drinks from the jug and to count the pieces of fruit and crackers onto their plate. Daily access to the outdoor environment, whatever the weather, ensures that the rich facilities here are fully embraced and children reap the benefits of getting out into the fresh air. They explore capacity as they fill various containers with sand and water and enjoy tending to the tomato and lettuce plants growing in the raised beds. Clear safety rules are reinforced by the staff to promote children's awareness of how they can keep themselves safe. For example, they are prompted to keep the sand in the pit to prevent it from getting into others eyes and have meaningful opportunities to learn about road safety as they use road safety signs in their imaginative play.

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

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| 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

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|--|---|
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| 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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