

# Tykes Pre-school

Inspection report for early years provision

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**Unique reference number**

EY343079

**Inspection date**

13/09/2011

**Inspector**

Coral Hales

**Setting address**

Broadfield Youth & Community Centre, Broadfield, Crawley,  
West Sussex, RH11 9BA

**Telephone number**

07818067661

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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*.

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).

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

Tykes Pre-school is one of three privately owned pre-schools. It opened under new management in 2006 and operates from one room of the community centre in Broadfield, Crawley. All children share access to a secure outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time and there are currently 26 children on roll. The pre-school receive funding for the provision of free early education for three- and four-year-olds.

The pre-school is open Monday to Friday from 9.30am to 2.30pm during term times only. Children attend from local and surrounding areas. The pre-school supports children who learn English as an additional language and those with special educational needs and/or disabilities.

The pre-school employs five members of staff, of these, four hold appropriate early years qualifications. The pre-school receive support from the local authority and inclusion support workers. The pre-school is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school runs smoothly because staff are enthusiastic, motivated and well managed, overall. The environment is exciting for the children who make good progress in their learning, and this is generally well monitored. Clear procedures on inclusion are in place and staff work closely with parents and others to ensure they meet all children's individual needs. The pre-school has a good capacity to improve. Staff regularly review the provision to identify aspects they might adapt and self-evaluation is built into the daily routines.

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

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

- improve systems to ensure all observational records are kept up-to-date to enable children's next steps for progress to be clearly identified
- conduct regular staff appraisals to identify their ongoing training needs.

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

Children are cared for in a clean and well maintained environment where their safety is prioritised. Arrangements for safeguarding the children are robust, regularly reviewed and understood by staff. All relevant information is displayed and effectively shared with parents. Suitable systems are in place to ensure staff are appropriately vetted, and these are monitored by the manager. Inductions are completed with all new staff, so that they are clear about their roles and responsibilities. Management effectively support staff development, however, appraisals systems have not yet been introduced. Children are extremely well supervised at all times, both inside the building and when using the garden. Visual risk assessments are completed and recorded daily to identify and minimize potential hazards.

The pre-school is well organised. Regular staff meetings ensure all staff have a secure knowledge of the nursery's policies and procedures. Good deployment of staff effectively provides children with good support to meet their welfare, learning and development needs. The pre-school has clear procedures on inclusion and works continuously to ensure that all children and their family's needs are met effectively. Lots of resources provide positive images of diversity, and staff use words in children's home language to support their learning. Skilful use of a wide range of age appropriate, well-maintained and good quality resources and equipment supports children's developing interest in learning. The outdoor area is well resourced and imaginatively laid out, and children's learning is well planned, overall. They learn to use a range of tools, for example, they enthusiastically ride around in cars and roll around in a large barrel laughing with delight. Children show increasing levels of attention and concentration, as they sit with staff to look at tomatoes they have been growing, and study acorns using a magnifying glass.

The management and staff have identified the strengths and areas for development of the pre-school. They are currently compiling information and are awaiting training, to help them complete a written self-evaluation document. Staff work well together and support each other as they settle into their roles. The management and staff demonstrate a commitment and ability to maintain continuous improvement. All recommendations from the last inspection have been addressed effectively. Effective links exist between providers, parents and other agencies to support all children. Parents receive verbal and comprehensive written information about all aspects of the provision. Newsletters, notice boards and show-around days keep them informed of events and topics through which the children learn. Parents are kept well informed about their child's progress, through daily verbal feedback and sharing of written records.

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

The quality of children's learning and their progress towards the early learning goals is good. All children are fully supported. Staff make observations on 'post-it' notes while the children play. However, progress records are not kept fully up-to-date. Therefore current next steps in learning are not always effectively identified. Families are greeted by the staff at the door and children's independence is encouraged from the time they arrive. For example, they are helped to learn how to take off and put on outdoor clothing. This enables them to begin to take responsibility for small tasks and develop skills for the future. Children move around the room making choices about what to play with and which activity to take part in. They show confidence and initiate their own games and ideas and are curious and interested learners.

Children learn and develop well in relation to their starting point and capabilities. For example, new younger children attempt to climb up the ladder and go down the slide. After several attempts holding onto staff they try it on their own and are very pleased when they succeed. Children demonstrate good levels of imagination. For example, a child dresses in an animal costume and then happily sits listening to a story cuddled up to a member of staff. Another child takes her 'baby' and a bath and sits under the climbing frame totally absorbed in the task of bathing the baby. The child includes the member of staff in the game and is happy to tell them all about it. Effective questioning by staff helps to promote and extend developing language skills.

Children's physical development is promoted well by the regular use of the garden. The children have an area for digging and planting and space to run around. They use wheeled toys and enjoy themselves in the fresh air. Regular routines ensure that children develop suitable independent toileting and hygiene skills. Children have a good understanding about what contributes to a healthy diet, and this is effectively promoted at snack time. They eat fresh fruit and breadsticks and staff talk to them about new foods to try. Growing vegetables such as tomatoes helps to develop children's knowledge of healthy foods. When out in the garden they find green ones still on the bush and look at them closely. Children are taught to be safety conscious without being fearful. They are reminded before they go into the garden to hold hands as they walk through the building, not to run and to listen to staff carefully. They take part in regular fire evacuations.

## 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	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

<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	2

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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