

Templegate Tiny Tots Pre School

Inspection report for early years provision

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14/09/2011

Inspector

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Setting address

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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

Templegate Tiny Tots Pre-School re-registered in 2011 and operates from a class room at Whitkirk primary school. Children have access to an enclosed outdoor play area. The pre-school is situated in Whitkirk a suburb of Leeds. It is open each week day from Monday to Thursday between the hours of 8.45am to 3pm and on Friday between the hours of 8.45am to 11.45am. The pre-school is open for 38 weeks of the year.

The pre-school is registered on the Early Years Register. A maximum of 25 children may attend the pre-school at any one time. There are currently 48 children aged from two years to under five years on roll, some in part-time places. The pre-school has a number of children with special educational needs and disabilities.

There are 10 members of staff, nine of whom hold early year's qualifications to at least to level 2. One member of staff has recently achieved Early years Professional Status. The pre-school provides funded early years education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision effectively supports the children so that no group or individual is disadvantaged. Planning successfully includes children's interests and most systems in place to monitor and assess the children's learning and development include their next steps. Effective arrangements exist to promote children's welfare and systems in place for safeguarding are strong. Most documentation is fully in place. The pre-school have very good systems in place to work in partnership with parents and work with others is well developed. The pre-schools capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 14/09/2011

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

- analyse and review what you know about each child's development and learning to make informed decisions about their progress and plan the next

steps to meet their development and learning needs.

The effectiveness of leadership and management of the early years provision

Adults are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Arrangements for safeguarding are robust and regularly reviewed. As a result, adults have a good knowledge of the signs and symptoms of abuse. Policies include the procedures for whistle blowing. Risk assessments are used as working documents. For example, the garden is checked for hazards each morning and throughout the day the whole environment is monitored. All fire prevention equipment is in place and the emergency procedures are practiced and recorded. As well as this, accidents are recorded and monitored for regularity. Permission from parents is sought for emergency medical treatment, but not advice. This is a breach of a specific legal requirement.

The leaders are motivated to seek further improvement and have successfully devised systems to monitor their provision. Through this they recognise areas of weakness and put action plans in place to address these. For example, a 'magic garden' has been created following a successful grant application. The outdoor area has been restyled and new equipment purchased. Consequently, outcomes for children have improved. Plans for the future are securely in place. Parents are constantly informed of their children's progress and are actively encouraged to participate in their learning through the suggestion box and in their children's assessments. Further to this, parents are represented on the new management body and encouraged to express their views and ideas regarding the running of the group.

The pre-school effectively uses the space available to ensure the children are able to move around and access a free flow of indoor and outdoor play. Toys and equipment available are age-appropriate and offer enough challenge to keep the children fully engaged for long periods of time. Adults show a strong commitment to improving their knowledge and have attended various training courses in child development and the safeguarding of children. They have also maintained their paediatric first aid certificate. Equality and diversity is effectively promoted and seen throughout the setting through the provision of toys and equipment that positively reflect the diversity of the local community. These are easily accessible and enjoyed by the children. The pre-school also works closely with other provisions that deliver the Early Years Foundation Stage to share good practise. Outside professionals, such as, occupational therapists are used to enhance the care of the children through the provision of specialised furniture.

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

Adults have a comprehensive knowledge of the Early Years Foundation Stage. They skilfully support the children by providing an enjoyable and challenging learning environment for them to make steady progress in their development.

Children make continuous progress in communication language and literacy through mark-making and listening to and talking about the illustrations in the story books. Children thoroughly enjoy painting on the easel and they learn colours, such as, yellow, green and blue. Outdoors children benefit from physical development. They enjoy practicing how to balance using the large tyres and walking along the balancing beam on the child size train. Children fully engage in pretend play as they dress up as fire fighters and fairies. As children play in the home corner they talk to the baby dolls and take them for a walk in the pushchair. Children develop their mathematical understanding through all early years experiences, including stories, as they count the flowers in the book. As a result, children make good progress in their learning and are becoming active, inquisitive and independent learners.

Children's understanding of the wider world is developed through a variety of activities. For example, during outdoor play they investigate insects, such as lady birds. Children are involved in planting their own vegetables and partake in reaping the produce, such as potatoes and onions. During outdoor play children learn what materials they need to build a house. They use plastic bricks and carry them in a wheel barrow and a play concrete mixer to turn the sand. Children also benefit from visits from the wider community who share their knowledge. For example, the gardener shows the children how to use the gardening tools safely. Information technology is easily accessible to the children who enjoy playing with mechanical toys and can use the simple programmes on the computer. As a result, children are developing the skills they need in order to secure future learning.

The pre-school uses organic planning to include children in the process. This is linked to the areas of learning and includes children's interests as a group. They thoroughly enjoyed the dragon theme from last year and are now planning a theme for this year 'the three bears'. Records of observations are kept in the key workers file; children's assessments include observations, photographs of them at play and their art work. However, not all observations in their assessments are evaluated and some do not show plans for the next steps in their learning.

Children enjoy taking risks in a safe environment and often jump off the low climbing frame. They learn about trip hazards through clearing away their toys and understand the emergency procedures. Although children have learned about stranger danger, this is not reiterated regularly and they have consequently forgotten the procedure. Children are confident and well behaved; they show good levels of self-esteem. Those attending last year have built good relationships with each other and show a good awareness of their responsibility within the setting. Children settling in to the new school year do so well. They play well together and are quickly learning the routine.

Children show a good understanding of healthy lifestyles and have recently enjoyed a healthy eating week. This is further promoted through healthy snack choices. Children are aware that they must wash their hands before eating and discuss that the best way to remove dirt is to use soap. Children's awareness of differences is promoted through a wide range of resources that promote diversity and specialised furniture is in place for children with mobility issues.

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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