

Tiddlers Pre-School Ltd

Inspection report for early years provision

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Inspector

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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

Tiddlers Pre-school Ltd registered in 2011. Previously the pre-school was known as St. Peters Tiddlers Pre-school. The group is well established and has been operational for 20 years. It operates from the church hall of St. Peter's Church, Wellesbourne. The premises are situated in a quiet location, close to the centre of the village. There is a courtyard area available for outdoor play and access to church grounds for nature walks. The pre-school serves the local and surrounding areas and has strong links with the school.

The setting opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. There is an optional lunch club until 1pm on Monday, Wednesday and Friday. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time, all of whom may be on the Early Years Register. There are currently 27 children attending who are within the Early Years Foundation Stage.

The nursery employs six members of childcare staff. All hold appropriate early years qualifications and the manager has Early Years Professional Status. The pre-school receives support from the local authority and 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.

Children settle easily in the friendly, family atmosphere of this village pre-school. Staff organise the environment exceptionally well and plan a wide range of experiences for children that help them to make outstanding progress in their learning and development. Established and very effective working partnerships with parents, other professionals and local providers are a significant factor in meeting children's individual needs. The management team have a clear vision for the pre-school and use self-evaluation, as a tool to identify areas for further development, although, all staff are not involved in this process. Robust policies and procedures are in place, however, the setting is in breach of one legal requirement.

What steps need to be taken to improve provision further?

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

- improve self-evaluation systems so that all staff are involved in the process.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because staff have a secure knowledge of possible signs of abuse and the procedures to follow if they have concerns about a child in their care. The designated person and other members of the team attend training to keep up-to-date with current practice. Robust employment procedures are in place to ensure that children receive care from staff who have undergone the required suitability checks. The manager is aware of the procedures to follow in the event of a child being missing. However, the provider failed to notify us when a child tried to leave the premises. This is a specific legal requirement in the Early Years Foundation Stage. Ofsted does not intend to take action on this occasion. Security procedures have been reviewed to ensure that all children using the premises are safe and secure. They are supervised well at all times. Rigorous daily safety checks are completed and recorded and written risk assessments are available for all aspects of the provision.

The staff team show an exceptional commitment to engaging with parents and carers. They provide many opportunities for them to become involved in the pre-school and continue their children's learning at home. For example, parents attend sessions to talk to the children about their careers and children take home a travelling teddy bear. They write about his antics in a diary and have great fun using a camera to capture special moments. Time is dedicated to getting to know children and their families, fostering strong relationships and helping to ensure that children settle quickly and feel secure. In addition, the group has established a wide network of partnership working with health professionals, other local early years providers and local community support groups. They work collectively to ensure that children of all abilities receive support tailored to their individual needs. The pre-school is strongly committed to equality and diversity and staff work exceptionally hard to ensure that all children can fully partake in activities and can make very good progress given their capabilities and starting points.

The directors, together with the new manager and staff team have a clear vision for the development of the pre-school. They aim to serve the children with a homely, well-run pre-school where children's welfare and learning needs are met effectively. The team work well together and children benefit from the care and attention of a high ratio of staff. All staff hold a recognised early years qualification. The directors, manager and staff are working together to continually improve their provision and welcome the support they receive from the Pre-school Learning Alliance. Self-evaluation systems are in place, although, not all staff contribute to the process. Therefore, their views are not fully considered. Staff work exceptionally well to create a child-centred, vibrant learning environment for children. Children use a wide range of interesting resources in their play and many of these are stored in low-level units, so that children can self-select. They include toys that reflect our wider society, such as, books, puzzles, musical instruments and role play toys from other cultures.

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

Children thoroughly enjoy their time in the small and homely village pre-school and develop close relationships with staff and with each other. They make excellent use of the outdoor play area and the local area both to extend their learning and for regular fresh air and exercise. For example, they help a charity create a sensory and herb garden and explore nature during 'wellie walks'. Children are enthusiastic learners and enjoy a wide, interesting selection of planned activities, as well as plenty of time for free play. Staff are fully aware of the needs of all the children attending and adapt activities to meet their learning needs while also providing challenge for older and more able children. Staff make superb use of observations to identify children's current learning needs. Clearly identified next steps in learning for different curriculum areas are consistently in place. Therefore, children's progress towards the early learning goals is outstanding.

Children access books in the comfy corner and listen intently to their favourite stories, extending their love of books and their understanding that words carry meaning. They learn letters and sounds and enthusiastically bring in items from home that begin with the letter of the week. Children count routinely and calculate in everyday tasks, such as how many pieces of fruit they need at snack time. Their imagination and creativity is exceedingly well supported through their developing role play and opportunities to use different media and materials in art and craft activities. For example, they mix different coloured paints together and know that this creates a new colour and happily pretend to make tea and toast for adults in the home corner. Children also express themselves through music and dance.

Staff have high expectations of children and give them small realistic tasks. They tidy away equipment, prepare fruit at snack time and pour drinks. This gives children a sense of self-esteem and belonging as they develop many new skills. Staff promote a caring and respectful environment and consequently, children's behaviour is extremely good. They all adopt a positive approach and have realistic expectations. Children are offered praise, encouragement and rewards and staff understand that this helps to build their confidence. Children are polite, well-mannered and thoughtful to others. Each child is valued for who they are and staff carefully consider the different needs of individual and groups of children and adapt experiences as necessary. Children develop an understanding of the local community as they walk around the village, visit the local school and shops. They celebrate festivals from around the world and use a range of resources which are representative of other cultures.

Children's health is superbly promoted. Snacks are healthy and nutritious and drinking water is accessible at all times. Children make home made bread and have discussions about healthy options for their lunch box. They visit the dentist and understand the effect of too much sugar in their diet. The outdoor area is used in all weathers, so children can enjoy fresh air and develop their physical skills on various types of equipment. Their understanding of safety is clearly demonstrated through their play and communication. For example, they know that they must sit down when using scissors and understand the importance of road

safety when they are out and about in the community.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	3
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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