

Towntree Pre-School

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Towntree Pre-School is one of two pre-schools and an out of school club privately owned by the proprietors. It opened in 2000 and operates from a church hall in Ashford, a residential area of Surrey. Children come from a wide catchment area. The setting has the use of the main church hall and a smaller room with kitchen and toilet facilities. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the pre-school at any one time. There are currently 28 children aged from two to under five years on roll. The pre-school is open each weekday from 9am to 12 noon and from 12.30pm to 3.30pm, term time only.

The pre-school is funded to provide free early education to children aged three and four years. They support children who are learning English as an additional language. The pre-school employs nine members of staff of whom seven hold relevant early years qualifications. The setting works in partnership with the Early Years Childcare Service from Surrey County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The management and staff team promote most aspects of the Early Years Foundation Stage framework requirements exceedingly well. Consequently, children make exemplary progress in their learning and development. The innovative ideas and wide-ranging books support children in developing a very positive awareness of diversity. The staff team support children's individual needs by their outstanding knowledge of early years development. They work highly effectively in collaboration with a number of educational partners, which has a very positive impact on children's outcomes. Management and staff consistently develop excellent systems to improve and enrich every aspect of the provision ensuring continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enabling children to form letters correctly with all staff modelling

The effectiveness of leadership and management of the early years provision

Management, the designated child protection officer and staff have an excellent knowledge of child protection procedures. Most of the staff have first aid training and follow robust procedures to protect children's health. There is a daily risk assessment for the premises, activities, equipment and anything else that staff consider potentially harmful for children. Secure child gates lead to the kitchen and staircase to maximise children's safety and security. A strict policy bans the use of mobile phones on site. The registration system in place is both highly effective and educational, encouraging children to recognise their names. Management and staff use innovative ideas to encourage children to learn about safety in the pre-school. Parents are confident to leave their children in this extremely safe and secure environment.

There is a highly effective key person system promoting children's learning and welfare. Staff supervise children very well at all times through their excellent deployment. They offer children exciting resources in all areas. Management and staff have worked very hard to ensure that the resources are fully sustainable and motivate children's learning. The staff engage with local organisations to deliver fun and musical activities, such as African drummers. They also bring visitors in to engage with the children, such as firefighters, police officers and a hairdresser. This impacts positively on the children's enthusiasm to learn.

Staff promote equality and diversity extraordinarily well. There are numerous resources to depict other cultures, lifestyles and foods. A designated member of staff researches all the necessary resources and literature to celebrate cultural festivals through exciting discussions and activities. Staff seek key words from parents in children's home language to help them settle if they are learning English as an additional language. Staff use Makaton signing with children to ensure inclusion.

The management team has worked hard to implement very effective self-evaluation systems to develop and review what the pre-school provides. They actively seek and receive parental feedback through questionnaires, which was instrumental in the addition of a new gate by the staircase, helping to improve the safety of the children. Management has worked continuously with the local school and early years team to develop a successful tracking system to record children's achievements and development. This was a recommendation from the previous inspection. Improvements include regular group discussions and story time to increase children's language and listening skills. Resources, to promote all the learning areas during outdoor play, have been extended and there is a detailed accident form, which monitors accidents effectively. Relationships with parents are excellent. Parents find staff extremely approachable and say the service to their children is invaluable. Parents and staff communicate very efficiently, including by newsletters and questionnaires. Staff work very well in partnership with parents to encourage them to support their children's learning at home. The pre-school actively supports parents when they look for schools to meet their children's individual needs.

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

Children are making excellent progress towards the Early Learning Goals. They demonstrate interest and confidence by making choices and initiating their own learning. Staff capture and extend children's interests into future planning through excellent planning, clear observations and a highly effective tracking system. Staff meet every child's individual needs by taking into account their interests and abilities. They have enthusiastic ideas and are dedicated to deliver appropriate and focused learning. Consequently, children demonstrate motivation and enthusiasm when making their own choices with their activities. Staff support the children exceedingly well engaging and interacting with them in small groups, such as assembling jigsaw puzzles. Children access construction activities on a large scale and construct their own designs with bricks. They go around the train tracks totally engrossed in their activity.

Children are relaxed and well behaved which supports them in their skills for the future. They have excellent opportunities to engage in number programmes on the computer and some children sit with staff and try to write their names. However, staff do not show children the correct way to form the letters. There is a range of language and sound cassettes with headphones, so that children can improve their vocabulary and listen to stories, in the comfortable story corner. Some children freely select magnifying glasses to explore the environment.

Children celebrate people's differences, such as making lanterns for 'Chinese New Year', using their creativity and imagination. Staff promote the children's interests and encourage them to share them with everyone. For example, the 'Wizard and Witches Day' encourages them to learn and talk about their favourite fairy tales. The children also have special days such as 'Pet Day' when they are encouraged to bring their pets, show them to all their friends and talk about their needs, such as grooming and habits. Children thrive in the safe and stimulating environment and develop active and healthy lifestyles. They engage in innovative ideas to promote the learning of road safety and use a fictitious character called 'No Head Fred' making learning fun. They engage in music and movement sessions daily using a variety of multi-cultural instruments. Children use the climbing frame outdoors and play hide and seek in the hollow of a tree in the grounds, counting as they hide. Some children enjoy riding tricycles and can access their own flasks of water if they get thirsty outdoors. Children choose healthy foods such as raisins, cheese, cereals and fruit. They relax as they eat and access food books. Children wash and dry their hands independently using a wash unit on the table. They can access the bathroom either independently or with staff support.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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