

Tadpoles Community Pre-School

Inspection report for early years provision

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Inspector Hazel Farrant

Setting address Green Lane, Frogmore, Camberley, Surrey, GU17 0NY

Telephone number 01252 871995
Email direct line 01252 871 995
Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Tadpoles Community Pre-school has been registered since 1997. It operates from a classroom on the site of Frogmore Infant School in Blackwater, Hampshire. Children enjoy access to outdoor play areas. Children have the use of an enclosed outside play area. The preschool is in a residential area and serves local families. The preschool is registered on the Early Years Register and cares for a maximum of 24 children at any one time. There are currently 41 children on roll in the early years age range. Of these, 33 are in receipt of early education funding. There are procedures in place to support children with special educational needs and/or disabilities, as well as those who speak English as an additional language. The group operates five days a week during term-time only and offers sessions between the hours of 8.15am and 4pm. Children may attend for a variety of sessions. The preschool employs seven members of staff, of which six hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic staff team create an inclusive environment where all children are respected, valued and make rapid progress in their learning and development. Inclusive practice is firmly embedded within the provision and, overall, the learning environment supports children effectively. Children's individual needs are exceptionally well met through the close working relationships formed with parents. Systems to evaluate and improve practice are collaborative and self-critical, resulting in a continually improving setting.

What steps need to be taken to improve provision further?

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

- developing further the promotion of inclusive practice by displaying key words in children's home languages around the preschool learning environment.

The effectiveness of leadership and management of the early years provision

Staff promote the safeguarding and welfare of children extremely effectively through very carefully managed, robust procedures. They regularly update their child protection training and as a result, they have a clear and thorough understanding of how to recognise that children may be at risk of harm and to liaise with appropriate agencies. The staff's suitability to work with children is

checked through rigorous recruitment, vetting and induction procedures. The management team consistently implement a wide range of comprehensive policies that are effective for all who attend. There are well-maintained systems in place to record attendance, accidents and the administration of medicine. Staff are extremely aware of their responsibility to keep children safe inside, outside and on outings. They take clear steps to minimise identified hazards and regularly review their written risk assessment record. Accident records are closely monitored and are used to identify any necessary changes to procedures or to the environment, thereby promoting safety exceptionally well.

Staff value children as unique individuals and know each child's family background and needs extremely well. This is through making visits to the child's home prior to the start of the placement, as well as keeping comprehensive records. Partnerships with parents are highly productive, as there is an excellent shared knowledge and understanding of the best ways to nurture each child. Equality and diversity is firmly embedded throughout the setting, through activities, resources and discussions. Parents spoken to during the inspection made comments, such as, 'it's a brilliant and the best experience ever'. Parents feel that they are kept well informed about their child's development through speaking with their child's key person, attending planned meetings and receiving regular written progress updates. They have access to good quality information about the setting through regular newsletters, displayed notices and text messages. There are also good links forged with other settings delivering the Early Years Foundation Stage to minded children to promote continuity of care.

Opportunities for children to be independent are exemplary. The resources both inside and out are of high quality and stored at child level, so that they have endless opportunities for self-selection and driving their own style of learning through engaging play experiences. The provision now incorporates regular visits to an inspiring forest area, where children hugely benefit from their play experiences and adventures encompassing all six areas of learning. Stringent training, safety rules and boundaries promote children's safety and respect for wildlife and the environment. Recommendations set at the last inspection have all been successfully addressed. All policies are well developed, monitored and evaluated effectively. Management and staff are wholly committed to continually improving outcomes for all children. This is through attending numerous training courses and by the use of an extremely robust system of self-evaluation. The assessment and monitoring of children's development and progression is highly systematic, resulting in well targeted and focused planning of resources for all children. Information to aid evaluation of the preschool is regularly gathered from parents, children and from other agencies. Children are also involved in many of the daily decision making procedures.

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

Trusting relationships are evident between the staff and the children. The highly effective key person system and settling in procedures enable children to

successfully build a close bond with significant adults. As a result, children confidently separate from their parents, demonstrating their strong sense of security. Children are making outstanding progress in their development. Observation is integral to practice, for example, rigorous assessment and the use of a meticulous tracking system to monitor children's progress enables them to tailor the planning and challenge individual children's future learning in a very effective manner.

Children's behaviour is extremely good because children are thoroughly engaged in meaningful play, so that they do not become bored or disruptive to others. Positive methods are used consistently to help children understand the need to share and take turns. For example, children show exceptional understanding of negotiating the sharing of favourite resources, such as the rope swings. Children's communication skills are given high priority in the setting by practitioners who confidently use skilful interaction and teaching strategies based on their thorough understanding of the "every child a talker" training and ethos. Children's excellent progress in their speaking skills is clearly demonstrated in all areas of their play, as they describe their actions, express their needs, share news and ask questions. Children have lots of opportunities to develop their problem solving, reasoning and numeracy skills. For example, they match the number of pears on the inset-puzzle to the number on the clock and describe how two triangles make a square. Children mark make using a variety of resources both inside and outside of the provision. They use sticks and mud creatively and gaze into mirrors to see the different shapes in the canopy of the forest whilst listening to the different bird songs. They are developing attitudes and skills which will successfully underpin their future learning.

Children explore aspects of the wider world, by, for example using their play materials and resources which reflect positive images of the wider society. Words and pictures are evident throughout the playgroup learning environment; however, there is limited labelling displaying key words in children's home languages. Children have wonderful opportunities to explore and experiment, which foster their curiosity and promote their desire to learn. For example, whilst raking the leaves into a pile, children decide they want to make a scarecrow. They design and build a scarecrow made from spare clothes and dried leaves, carefully securing the ends whilst explaining to an adult that it is 'to stop the filling from falling out, we have to tie the ends up'. Well thought out methods are used to encourage children to adopt healthy lifestyles. For example, the children follow effective hygiene routines including appropriate hand washing, covering their mouth when they cough and the use of tissues for their nose. The setting promotes healthy food options, encouraging children to choose from a selection of fresh fruit at snack time. Children engage in activities which help them to recognise healthy foods, such as growing fruit, vegetables and herbs in their garden. When children are thirsty, they confidently help themselves to a drink of water from the snack area. Children demonstrate a positive attitude to being active and benefit from free-flow play into the secure outdoor play areas. They display excellent skills of balancing, climbing, manoeuvring over, under and through objects. Overall, children thrive in this highly stimulating environment.

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	2
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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