

# Tykes Pre-School

Gossops Green Community Centre, Capel Lane, Gossops Green, Crawley, West Sussex, RH11 8HJ

## Inspection date

05/02/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Children feel safe because staff build good relationships with the children and their families through an effective key person system.
- Staff interact skilfully with children to engage and motivate them and use their interests to extend learning.
- Good relationships exist with parents and there are effective ways of seeking their views about their children's care and the sharing of ideas and activities to promote children's learning.
- Staff take pride in their work and work well together as a team. The good levels of supervision means that staff practice is monitored and their training needs are identified and acted upon.

### It is not yet outstanding because

- the organisation of the book area does not fully inspire children's use and enjoyment of books.
- children have limited opportunities to develop their climbing skills due to the lack of large play and climbing equipment in the outdoor area.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities both inside and out.
- On going discussions and joint observations with the manager and staff took place throughout the inspection.
- The inspector sampled a range policies and procedures and children's development records.
- Parents were interviewed by the inspector and their views taken into account..

## Inspector

Janet Thouless

## Full Report

### Information about the setting

Tykes Pre-School registered in 2012. It is one of five privately owned, family run pre-schools. It is situated in Gossops Green Community Centre, Gossops Green, Crawley, West Sussex. Children have access to a large hall and a fully enclosed outdoor play area. The pre-school is open Monday, Tuesday and Thursday during term time only from 9am until 2.30pm. There is a lunch club which children can attend. The pre-school is registered on the Early Years Register. There are currently 19 children on roll. The pre-school receives funding for the provision of free early education for two, three and four year olds. The pre-school supports children with special educational needs and/or disabilities and those

who speak English as an additional language. The pre-school employs four members of staff; three are qualified in early years at level 2 and 3 and the provider is qualified at level 4. The pre-school receives support from external early years professionals.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- consider ways to create an attractive book area where children can enjoy looking at books independently and with adults
- enable children to further develop their physical skills and develop confidence in their use of climbing equipment in the outdoor area.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff have a good understanding of the Early Years Foundation Stage framework. They provide a broad range of interesting and challenging experiences, which contribute to children making good progress. They continually record observations of what the children are achieving and track their progress in line with Development Matters in the Early Years Foundation Stage guidance. This enables them to effectively plan for each child's next stage so they continue to make good progress in their learning and development. Children are allocated a key person, who is responsible for each child's wellbeing and learning. These key persons develop and maintain strong relationships with parents and regularly inform them of their children's progress. Therefore, this supports parental involvement. In addition, children with English as an additional language are supported well throughout the pre-school. Children are greeted by their key person who helps them settle into their chosen activity. Time is then taken to talk with parents, which fosters the building of a two-way partnership between parents and staff.

Children's language development is effectively supported through staff's skilful use of open-ended questions. Staff are respectful to children, showing a genuine interest in what children have to say. Children confidently talk about the cobra snake they have drawn in celebration of Chinese New Year. Staff ask children to share this with their friends at circle time. This helps children to build their confidence to speak in a group and makes them feel valued as an individual. Children enjoy looking at books and singing actions songs, which are demonstrated enthusiastically through gestures by staff. However, the organisation of the book area does not fully inspire children's use and enjoyment of books.

Children confidently use technology. They enjoy the use of headphones when listening to stories, know to tap the screen to play a game on a tablet device and use the mouse and keyboard with increasing control.

Children enjoy practising their early writing skills, using a good range of resources in role play such as writing appointments while playing in the doctor's surgery. They instantly recognise letters that are special to them, such as the first letter of their name. Staff extend children's learning further by asking them what time the doctor's surgery opens. Children point to the clock on the surgery wall stating this number is nine and that is when we open. This supports children developing interest in number order. Older children are inquisitive in their play and show good level of interests. Their creativity is fostered as they master building a wall in outdoor play. They mix sand and water together, place it between two bricks showing delight and great satisfaction in their finished product. In addition, staff discuss with children the difference in weight between plastic and concrete bricks. Children know that concrete bricks are heavy so must be handled with care, developing their understanding of safety.

### **The contribution of the early years provision to the well-being of children**

Children arrive with enthusiasm and show confidence as they place their coats and shoes on their assigned pegs, which display their photographs and their names. This enables even the youngest of children to independently select their pegs for the safe placing of their personal belongings. Children confidently self register locating their name or photograph and place it on a board to indicate they have arrived. They then settle quickly at their chosen activity chatting happily to their friends. This supports their personal, social and emotional development.

Children show a good understanding of the daily routines. They respond to the sound of the tambourine to indicate time to gather on the mat for circle time. Older children become more independent in their personal care, washing and drying their hands after using the toilet and before eating food. Children are beginning to understand the value of good health and physical exercise to promote a healthy lifestyle. They thoroughly enjoy outdoor play manoeuvring bikes around cones with ease, climbing low-level slides and enjoy many ball games. However, climbing opportunities in the outdoor area are limited, especially for the older children to develop their gross motor physical skills and their understanding of taking risks. Children plant spring bulbs which will allow them to observe change over time. Staff prepare children for this activity by discussing what needs to be done, for example, placing bulbs the right way up and providing sunlight and water.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised and their efforts are acknowledged appropriately. This results in a harmonious caring environment. Toys and resources are arranged in inviting ways to stimulate children's curiosity and desire to explore. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as sweeping and tidying up toys.

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

Staff have a good knowledge and understanding about their roles and responsibilities in safeguarding children. They attend training courses, have appropriate guidance to follow and up-to-date legislation at hand, should there be any concerns regarding any child's well-being. This supports staff in keeping the children in their care safe and demonstrates their understanding to the current framework. There are good procedures in place for recruiting and vetting suitable staff. The pre-school operates an induction process that thoroughly checks staff suitability to work with children. Regular team meetings, supervision and appraisals help all staff to contribute their ideas and develop professionally. Staff undertake regular training to develop their knowledge and skills and use this to benefit children's learning and development. This has enabled them to review and update their educational programme so they continue to provide challenging experiences for all children that close the gaps in their learning. Consequently, staff work together very well as a team.

The staff team have developed good relationships with outside agencies to further support them in caring for children with special needs. Children are well prepared for the next stage in their learning because the staff provide opportunities for them to visit local schools. In addition, teachers are invited in to pre-school to attend circle time or read books to children. This helps children in readiness for their transition to school.

Good partnerships ensure parents are fully informed about the care and education of their children. Parents are involved in the completion of the progress checks for two-year-olds, which will further assess how well these children are progressing, again fostering a partnership approach. Initially, parents receive all policies and procedures so they are fully aware of the service on offer and regular updates when required. In addition, parents comment they enjoy receive regular newsletters which they feel enables them to support their children's learning at home. Parents are complementary about the care that their children receive because they are confident in the staff and feel the pre-school offers a welcoming environment.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY451238
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	810111
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Kimberley Jodie Yeoman
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07554 885023

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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