

Tykes Pre-school

Nothgate Community Centre, Barnfield Road, Northgate, Crawley, RH10 8HQ

Inspection date

Previous inspection date

01/03/2013

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

- Staff plan activities that enable children to be happy and have fun at this small friendly setting.
- Staff use a consistent and positive approach to manage children's behaviour, and teach them to understand what is expected of them. Children behave well as a result.
- Staff teach children to be independent and provide meaningful opportunities for them to develop their self-care skills such as handwashing.
- Parents praise the pre-school and recognise the positive effect that staff have on their children's care and learning.

It is not yet outstanding because

- The outside area is not as well equipped as indoor areas. It does not yet offer a thoroughly interesting learning environment to fully encourage children to learn about the natural world around them.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the interaction of children and staff indoors and outdoors.
- The inspector had discussions with the provider/manager and spoke to staff at appropriate times during the inspection.
- The inspector checked evidence of staff suitability and qualifications and sampled other required documentation, including children's assessment records.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Tykes Pre-school (Northgate) registered in 2012. It operates from the Northgate Community Centre in Northgate in Crawley in West Sussex and is one of three privately owned pre-schools in the Crawley area. Children have access to the main hall, toilet facilities and an enclosed outside play area. Children attend from the local and surrounding areas. The pre-school operates during term time only and opens on a Monday, Thursday and Friday from 9.15am to 1.15pm and on a Tuesday from 9.15am to 12.15pm. Children attend for a variety of sessions.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 17 children on roll aged from two to four years of age. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. It welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language.

The pre-school is staffed according to the number of children attending. One member of staff is an early years professional and other staff hold appropriate early years qualifications.

The pre-school receives support from the local authority and inclusion support workers. It is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- further develop the learning potential of the outside play area to provide children with a broader range of equipment and experiences that promote their investigations of the natural world around them.

Inspection judgements

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

Children enjoy their time at the pre-school where they are supported by staff who facilitate their play and who are guided by their interests. Staff support children through positive interactions and they use questions that encourage children to think. As a result, children make good progress and gain skills that provide them with a secure foundation for when they move on to school. Each child is supported by a key person who monitors their achievements and plans for the next steps in their learning. The provider/manager is introducing new systems to help staff better track children's progress following a review of

existing practice. She is also keen to provide children with unusual and interesting resources that arouse their curiosity and encourage them to become more deeply involved. This continues to be work in progress, especially in the outdoor area. However, staff have already taken positive steps towards this, as they have included china cups and saucers and real vegetables in the home corner. Children now have access to more interesting and stimulating resources in indoor play areas. This has not yet fed fully into outdoor areas. Children do not currently have many resources that encourage them to become deeply involved in their explorations of the natural world around them.

Children sit well for 'morning time' where they discuss the day of the week and whose turn it is to take 'Stripes' the cat home for the weekend. Staff acknowledge all children's contributions and offer clues, where necessary, to help them work out answers to questions and solve problems. Some children respond very well to an electronic tablet computer. They lie on their tummies in the book corner under the watchful eye of a member of staff, selecting and completing different games. These allow them to learn about technology and to develop their hand/eye coordination and problem solving skills in a way they find fun. Staff frequently introduce different mathematical concepts and encourage counting as part of children's play. For instance, they count the number of jumps children do on the trampoline and ask them if they can identify the numerals on the toy telephone. Children compare sizes of things around them. When they seek help to make a bridge from a construction toy, staff invite them to express their ideas as to whether this should be high, low or long. As a result staff teach them to understand mathematical ideas in a practical way.

Children enjoy making 'cakes, milk shakes and currant buns' as they experiment with flour, milk, water and sprinkles. They use real kitchen utensils and are not restricted in their explorations. A member of staff introduces descriptive vocabulary and extends the learning potential of the activity by fetching a set of weighing scales so children can weigh and measure. Children's discussions about the need to 'cook' cakes in an oven lead to discussions about the importance of having an adult to help because ovens are hot. This reinforces messages about safety. Children become excited as they explore an interesting selection of musical instruments and the sounds these make. A member of staff encourages each child in turn to play their chosen instrument so that everyone can listen to the different sounds they make. Children display good understanding of language to describe sound as they successfully follow instructions to sing and play their instruments loudly and quietly.

A university lecturer and student come into the pre-school once a week to deliver different art and craft activities to the children. This extends the range of children's experiences and provides an opportunity for them to work alongside other people. Parents are invited to join in with some of these sessions, enabling them to share in their children's learning. Children find out about different places in the local community when they visit the library, post office and shops. They also take part in activities that relate to celebrations and festivals which raises their awareness of the wider world and introduces ideas about similarity and difference. However, staff have not equipped the outdoor area to fully encourage children to investigate the world around them.

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

Children are happy and at ease in the company of staff and other children, leading to the development of trusting relationships. They separate easily from their parents and demonstrate a sense of belonging. They move freely around the pre-school and make their own decisions as to whether they play inside or outside. Children understand what is expected of them as staff speak with them about the need for 'kind hands, listening ears and little voices inside and big voices outside.' They receive praise and encouragement, which promotes their self-esteem and confidence effectively. All staff intervene promptly to encourage sharing and turn taking. This helps children learn about cooperative behaviour and to appreciate the needs of others.

The pre-school operates from a community centre and they have to set up and clear away on a daily basis. Staff take care over the presentation of resources inside, making sure that these reflect all areas of learning. They display children's artwork and ensure that children see lots of words around them on labels and posters. Everything is ready for the children's arrival which means they can immediately start to play. Staff set out a selection of play materials outside which children explore. However, the outside area is not especially inviting. The outdoor learning environment does not encourage children to be fully involved in their investigations of the natural world around them.

Staff foster children's growing independence and self-help skills well. Staff encourage children to put their coats and boots on to go outside and to be responsible for their own personal hygiene. Children take themselves to the bathroom to wash their hands before eating and they help themselves to tissues. They know to dispose of these in the bin. Children enjoy healthy snacks, which they help to prepare. They make their own decision about when to eat, serve themselves and pour their own drinks. A member of staff shows children how to hold knives safely so they can cut and they talk to them about the importance of eating fruit for good health. Staff provide equipment inside and outside to encourage physical activity and teach children about the effects of exercise on their bodies.

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

The provider/manager understands and implements the requirements of the Early Years Foundation Stage effectively. She has devised robust procedures for recruitment and vetting and to assess the ongoing suitability of the pre-school staff. Both she and her staff team have a secure understanding of their responsibility to safeguard the children in their care. They are fully aware of the action they must take if they have any concerns. The premises are secure and staff control access to them. Since registration a new higher level fence has been installed in the outside play area. This has improved the security of the garden and is something that parents support. Staff check resources as they get them out to make sure everything is safe for children to use. These measures help to promote children's overall safety. All required documentation is in place and detailed policies and procedures underpin the organisation of the pre-school. Staff work together well as a

team. They are aware of their role and carry out their duties, which mean children receive the support they need and the session flows smoothly.

Children benefit from the good partnership that exists between the pre-school and their parents. Parents are well informed about the organisation of the pre-school and are asked to share their knowledge about their child. This contributes to continuity of care and means that staff are aware of children's starting points. Parents see their child's learning records and they feel that they receive helpful feedback. Parents are very appreciative of the staff and the care their children receive. Several parents comment on how much their children enjoy coming and the changes they have noticed in them since they started. No child currently attends another early years setting. However, the provider/manager fully understands the importance of establishing links with staff at other settings to promote continuity of children's care and learning. She has begun to consider measures to support children's move to school. The pre-school willingly works in partnership with other professionals or agencies who are supporting children with additional needs.

The pre-school continues to develop as a result of continuous reflection on existing practice. The provider/manager and staff meet each morning before the children arrive to discuss pre-school matters and consider any changes that they feel are needed. A discussion about the organisation of the lunchtime session has led to the creation of a smaller, cosier space by moving portable screens. These informal discussions form part of the pre-school's overall self-evaluation process. They enable staff to identify areas for improvement. Staff encourage parents to express their views both informally and formally. There are systems in place to monitor performance and identify training needs as part of the continuous professional development of staff. These measures mean that the pre-school is able to improve well and build on existing good outcomes for children and their families.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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 action. 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

Unique reference number	EY453358
Local authority	West Sussex
Inspection number	881353
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	17
Name of provider	Victoria Rodena Bailey
Date of previous inspection	not applicable
Telephone number	07527724243

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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, which are usually the childminder's 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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