

Tots Pre-School

Mobile Classroom c/o Bewbush First School, Dorsten Square, Bewbush, Crawley, West Sussex, RH11 8XW

Inspection date	08/05/2013
Previous inspection date	10/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff are dedicated and enthusiastic. They embrace training opportunities to further their skills and knowledge and fully engage in thoughtful reflective practice and self-evaluation systems. This results in extremely good outcomes for children.
- Children's learning and development is exceptionally well supported by experienced staff who provide imaginative and engaging play experiences.
- There are very strong arrangements in place, which support children's transition onto their next stages in their learning.
- Staff positively encourage children to lead the way in their own learning, which means children's learning needs are extremely well met.
- Children are exceptionally well protected because of staff's expert knowledge and implementation of safeguarding procedures.
- The high ratio of staff to children ensures that children benefit from one to one support in their learning and development.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector took account of the views of parents and carers on the day of the inspection.
- The inspector sampled a range of documentation including children's learning journals.
- The inspector spoke with staff, the management team and a committee member.

Inspector

Daphne Brown

Full Report

Information about the setting

Tots Pre-School is run by a voluntary committee. It opened in 1990 and operates from a purpose built unit in the grounds of Bewbush Primary School. Children have access to an enclosed outdoor play area. The pre-school is situated in the Bewbush area of Crawley. It is open each weekday from 8.45am to 11.45am and 12.10pm to 3.10pm during term time. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 56 children aged from two years to under five years on roll. The nursery currently supports a number of children with special educational needs and/or disabilities and children learning English as an additional language. There are 11 members of staff, eight of whom hold an early years qualification to level 3 and three hold an early years qualification to NVQ level 2. The setting provides funded early education for children aged three and four years.

What the setting needs to do to improve further

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

- consider further opportunities to build on children's self-confidence and self-esteem and extend their learning experiences, for example by placing mirrors where they can see their own reflection and others.

Inspection judgements

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

Children are very happy, settled and keen to explore their surroundings. Staff are motivated, highly qualified and experienced and have an excellent knowledge of each child's individual needs and interests. The system for observation and assessment is clear, organised and focused on children's individual learning and development. Planning responds exceptionally well to children's individual interests and needs. The key person takes the lead in planning children's progress checks at age two. They write development reports and share them with parents and health visitors. These careful steps help identify any gaps in children's learning and any additional learning needs are quickly identified and well met. Staff work positively and very effectively with many external agencies as appropriately. As a result, children are making very good progress in their learning and development.

Staff are skilled at supporting and extending children's learning experiences as they have an in-depth knowledge of the seven areas of learning. Consequently they understand that all areas link together and children benefit from creative, exciting and developmentally

appropriate activities. Children thoroughly enjoy choosing activities as they move between the indoor and outdoor environments, which are extremely conducive to learning. Staff use every opportunity to develop and extend children's learning and make it fun. For example on finding a snail in the garden the children observed it through a magnifying glass, used a small box filled with grass to give it a home and found a book to look up information about snails. Children then thought about how the shell protects the snail's body and used words such as 'slimy', 'cold' and 'soft' to describe the how it felt.

The book lending scheme is very popular with children and parents. Initially children borrowed a book once a week but following positive feedback from parents this is now daily. This enables all children to develop an extremely strong enjoyment of books and underpins their early reading skills.

Children confidently operate and use technology. For example they use cameras to take pictures of their friends and their creations. When one of the cameras stopped working a member of staff helped children use a screw driver to replace the batteries. Therefore, they support children's understanding of how technology works exceptionally well.

The pre-school staff celebrate diversity with all children and support children learning English as an additional language exceptionally well. They use laminated picture and word cards displayed on the wall and on key rings, which helps children communicate their needs. Staff also learn key words in the children's home languages and one member of staff is fluent in a particular language spoken by some children. This helps children settle and develop a clear sense of belonging. Consequently children thrive and rapidly develop their listening, understanding and speaking skills. Close links with outside specialists mean that any child identified with special needs, quickly receives additional support. This clearly promotes their learning and development needs.

Staff place a high emphasis on developing children's communication and language skills. The pre-school has a very high ratio of staff to children which means staff are able to spend considerable time playing and talking with children on a one-to-one basis. For example, a member of staff and child enjoyed role playing a shopping trip, talking and writing a shopping list and discussing how much things cost and whether they had enough money. Children enjoy using resources, such as real kitchen items, telephones, food and dressing up clothes, which enhance their role play experiences. This encourages children to be very imaginative in their play. However staff do not consistently place mirrors where children can see themselves to add to the enjoyment of their role play with others. Children enjoy listening to a familiar story, laughing when the member of staff substitutes children's names for a character in the story and anticipate with pleasure what happens next. This also supports children's social skills as well as children's confidence and self-esteem.

Children enjoy excellent opportunities for daily physical exercise because they have access to the outdoor areas at all times throughout the day. Resources are easily accessible to children and staff give children the time and encouragement to pursue their own interests and be active in their learning. As a result, children become deeply involved in their chosen activities. For example children enjoy digging and building sandcastles in the sand pit. They then proceed to collect straws, paper, scissors, tape and pens from indoors to

make and design their own flags for their castle. As a result, children are enjoying activities gaining skills for the future and making extremely good progress in all areas of their learning and development.

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

The key person system is highly effective and makes a significant contribution towards the children forming secure emotional attachments. All staff know all the children very well, which provides a strong base for children's developing independence and exploration. Initial meetings with parents allow the key person to learn about the children's individual needs and how staff can best meet them. All staff fully understand, and are very skilful at, knowing how to plan an environment with resources, which capture each child's interests. Parents are fully involved in regular reviews of the children's progress to ensure the care and learning opportunities are consistent and appropriate.

Staff have an extremely positive attitude to promoting a healthy lifestyle for children. The organisation of the pre-school means children benefit from the free access between indoors and outdoors. Even in drizzly or snowy weather children have fun outdoors enjoying the multi-sensory experiences the natural environment and changing weather can offer. As a result, children develop very good physical skills. Snack time gives children the opportunity to learn about and taste a range of nutritious and healthy food. Staff listen to children's requests of different food they would like to try. Consequently on the day of inspection children were sampling new potatoes and salad which they had competently cut up themselves. A rolling snack time helps children develop an awareness of their bodily needs while letting them play uninterrupted. Fresh water is always available so children can help themselves whenever they feel thirsty. Parents receive guidelines about healthy eating and suggestions on what to include in lunch boxes. Snack and lunchtimes are promoted as social experiences where children enjoy developing their conversation skills as staff sit and have their lunch with them.

Children's behaviour is very good because they spend the day thoroughly absorbed in meaningful play. Staff also act as positive role models. They are extremely respectful of the children and treat them with warmth and kindness with clear boundaries. Staff are quick to notice and acknowledge good behaviour, giving praise and encouragement. This helps children understand how to behave well and show consideration for others. This includes promoting an awareness of their personal safety. For example, children know how to use knives safely when they prepare snack and scissors when cutting paper to make flags. As a result, they develop extremely good skills, which help to keep themselves and others safe.

Children are exceptionally well prepared for their move to school. Staff have excellent relationships with the school and reception teacher. Staff share children's learning journals with their new teachers and children make regular visits to the school. Children are very confident as staff promote children's personal, social and emotion development very well. Whenever possible staff encourage children to be independent in their learning choices as

well as their self-care development.

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

The manager, staff and committee work extremely well together to continually evaluate the service they provide for all children and parents. They demonstrate a strong willingness to embrace change in order to improve outcomes for the children. Staff hold weekly meetings to discuss planning, which is very flexible. Staff positively encourage children to lead the way in their learning. As a result, activities and resources available to children reflect their current interests and are highly appropriate to their meeting children's next steps in learning. The deputy manager is responsible for monitoring the learning programme to ensure all areas are fully covered and children are making good progress in their learning and development. Recently the deputy identified a slight weakness in the mathematics programme. As a result, staff now actively seek opportunities to extend children's understanding of mathematical concepts into their play.

All staff have an excellent understanding of their responsibilities to safeguard children. The manager and deputy have both attended further training in child protection and are designated child protection officers. They understand their duty to report concerns about the welfare of children and how to work in partnership with outside agencies to improve outcomes for children and their families. Although the staff team has been in place for several years, the recruitment procedure is robust and ensures that all staff have suitable checks before working with children. The manager also ensures there is paperwork available to evidence that all staff are suitable to work with children. The safety of the children is the priority. There are effective security measures in place so that intruders are unable to enter the grounds where the pre-school is situated. Staff ensure all visitors are rigorously monitored and reminded of the staff's responsibility to protect children in relation to the prohibited use of mobile phones and cameras. Staff also set up activities and clean the premises daily and so are able to identify and reduce any safety hazards immediately.

Management recognises the importance of having a highly qualified team of staff. They provide regular supervision and one-to-one meetings with staff. They actively seek out further training opportunities to extend their knowledge, which contributes towards supporting continuous improvement.

Partnerships with parents, other professionals and schools are very strong. Staff work tirelessly to ensure that all children are given the opportunity to achieve to the best of their ability. The combination of informal chats, progress meetings, written information, questionnaires and a comments box contributes towards a high level of communication with parents. At the inspection several parents praised the pre-school and staff for the excellent care and education they provide for their children. With parents' permission, reports are shared with other schools and professionals to promote continuity in learning and development. This includes the required progress check for children aged two years. Consequently all children are thoroughly happy and settled because of these very secure

and strong partnerships.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	113796
Local authority	West Sussex
Inspection number	813457
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	56
Name of provider	Tots Pre-School Committee
Date of previous inspection	10/01/2011
Telephone number	07811914153 or 01293 611799

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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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