

# Topsy Turvy Pre-School

Topsy Turvy Pre-School, Main Street, Weston Turville, AYLESBURY, Buckinghamshire, HP22 5RW

## Inspection date

Previous inspection date

20/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- The pre-school is warm, bright and welcoming; children move around freely and enjoy learning through play.
- Children use a wide selection of good quality resources in the safe and secure environment.
- Children show confidence in their physical abilities and they are using their knowledge to promote their self-care and independence.
- The youngest children engage in learning well; staff support them to settle and feel included.

### It is not yet good because

- The provider does not meet all requirements pertaining to management of children's record of attendance and training.
- Staff are not proactive in helping children to gain greater confidence in initiating conversations and in extending activities to challenge more able children.
- Ongoing assessments of children's progress are irregular and do not enable staff to plan activities that are tailored to meet children's individual learning needs.
- Self-evaluation does not accurately reflect the overall performance of the playgroup.

## 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 children's activities inside and outdoors.
- The inspector tracked children and carried out observations with the manager and a member of staff.
- The inspector reviewed a sample of children's progress records and discussed activity plans with the manager.
- The inspector reviewed suitability information with the manager, checked qualifications, and sampled documentation including children's attendance records and the preschool's self-evaluation.

## Inspector

Cordalee Harrison

## **Full Report**

### **Information about the setting**

Topsy Turvy Pre-School re-registered 2012. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a hall in the village of Weston Turville, on the outskirts of Aylesbury. Children have use of the main hall, toilet and washing facilities and there is a secure outdoor play area. Currently, there are 55 children on roll and they are all in the early years age range. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school is open on weekday mornings during school term times from 9am to 12 noon. On Monday and Tuesday the pre-school opens for longer hours until 3pm. Staff support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The pre-school employs seven staff, five of whom hold appropriate qualifications in childcare and education; one member of staff holds an early years foundation degree.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- carry out precise assessments of children's progress and use these effectively to plan suitably challenging activities for individual children
- keep a record of the names of the children looked after on the premises and their hours of attendance
- ensure that all staff who prepare and handle children's food receive training in food hygiene

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

- develop self-evaluation to identify priorities and set challenging targets for improvement in the quality of provision and outcomes for children.
- improve the support given to children to help them to gain greater confidence in their use of language to help build their social skills

## Inspection judgements

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

Planning for children's learning and development in the preschool is general. As a result, children experience learning across all areas. However, staff do not always clearly differentiate their learning experiences to provide ongoing challenges for children who are at different stages of development. For example, the younger children are engaging well in learning. They enjoy exploring the different activities and keep fully occupied. However, older children do not gain as much from these activities; many of the activities are overly familiar to them. For example, the younger children are much more interested in the large group story time. At times, some older children lose interest in this activity. This activity is of little value to them as it does not capture their interest. This is because staff do not make good use of observations to accurately identify where children are in their learning and plan activities that successfully build on what children already know and can do. This means staff do not always support children well to experience challenges to help them to engage with learning fully. This does not promote children's readiness for school well. Although there are weaknesses in the ongoing assessment of children's progress staff have implemented the required progress checks for children between the ages of two and three years. They have engaged with parents to develop these records and to help them to understand how well children are developing in the prime areas of their learning.

Nevertheless, children experience sufficient suitable activities to promote all areas and most aspects of learning. There are some weaknesses in educational programme for personal social and emotional development. For example, some pre-school aged children speak confidently and quickly engage others in conversation. Although all children in this age range have language skills in keeping with their developmental stage, some do not show confidence to initiate conversations with others. Staff do not readily explore ways to increase children's confidence in their use of language. Staff's assessments of children's progress are not precise to gain all the necessary information they need to plan suitably challenging experiences to improve and sustain children's learning. Consequently, children do not get all the support they need to keep them moving forward at a good or better pace in their learning.

Children practise life skills in their role-play activities. For example, they show their understanding as they pretend to cook food. Well resourced role-play provides opportunities for children to handle a variety of fruits and vegetables and explore them using their senses. They use various tools for the correct purpose such as knives, scissors and whisks. The children use paint and experiment with water; they increase their understanding of mathematics as they use containers of different sizes to measure in water play.

Frequent opportunities for outside play suit some children well and help to aid all children's physical development. They join friends in play and test their physical skills, for example, they balance on the tyres, kick balls and manoeuvre different types of sit and ride toys.

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

Children settle well in the pre-school. The key person system is working appropriately and this enables children to build trusting relationships with adults. This is particularly reassuring for the youngest children and the children who are less confident. The manner in which many children interact with staff and make use of the resources shows that they feel safe. For example, many of the older children let staff know when they are leaving the room to go to the toilet; other children seek staff's help to dress before going outside. Staff are responsive and sensitive to the children and as a result, children approach them freely.

Staff share information about children's achievements with parents daily. They provide information to help parents to support children's learning at home. For example, parents positively acknowledge the benefits of the book-lending scheme. Parents feel confident to discuss their children's needs with staff. They value the information that the pre-school provides to help them to develop more understanding of children's learning in the early years.

Staff in the pre-school meet the needs of children with special educational needs and/or disabilities and children who are learning English as an additional language. Staff liaise closely with these children's parents and are careful to follow the guidance of other professionals who are involved with children's care and learning. This helps to promote continuity for the children and as a result of the positive partnership working gaps in children's learning are closing. Staff are keeping these children moving forward from their starting points. Staff make use of information, such as, children's familiar words, a visual timetable and key work group times to give these children additional attention. The pre-school welcomes children from all backgrounds and provides some resources to promote children's understanding of diversity. However, staff do not fully support all children to achieve to their individual potential and this does not promote equality very well.

Children are developing their awareness of healthy lifestyles in different ways. They eat a variety of fresh fruits and salad vegetables and they drink water and milk at snack time. They get fresh air and exercise as they play outdoors. Some children show good self-care skills as they take some responsibility, caring to for their personal hygiene needs. Through regular routines children learn to wash their hands and learn why it is important to do so. Children increase their understanding of personal safety as they practise using tools safely, they practise the evacuation of the premises and learn what to expect in an emergency. Children learn to manage some risks in their outdoor activities, such as, choosing a direction to kick the ball, so that it does not hurt others. Children are learning that it is important to think and act kindly toward others. Staff support children well to learn to manage their behaviour. As a result, even when children are not fully engaged in learning, they do not display disruptive behaviour. Children's good behaviour helps the pre-school to maintain a calm learning environment and equips them well in readiness for school.

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

The provider takes some positive steps to safeguard children's welfare. Procedures for recruitment are sound; they include full vetting of all staff; they are all checked through the Criminal Records Bureau or Disclosure and Barring Services checks. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They are familiar with the child protection policy and procedure. They know what to do if concerns arise about children's well-being and the leadership and management team are familiar with the local safeguarding procedures to help to keep children safe. The pre-school staff supervise children closely and they make effective risk assessments and hazard checks to maintain safe environments for children. Staff are mindful of promoting good hygiene at snack time, however, staff who prepare and handle children's food have not had the required food hygiene training. Also, not all documentation required for the safe and management of the provision is maintained. Staff fail to keep an accurate record of the hours of children's attendance, which is also a requirement of the compulsory and voluntary parts of the Childcare Register.

The provider's systems for planning and assessment of children's activities are satisfactory. Activities planned are mostly enjoyable for the children. Children receive adequate support from staff to help them to make sound progress in their learning and development overall.

The provider has not fully developed self-evaluation to reflect accurately the preschool's performance. However, they realise that the preschool's performance is not good enough. Hence, they have started to engage with the local authority's quality improvement team. They have gained their support to successfully meet the requirement for the assessments for children at age two. Additionally, they are making use of some local training to develop staff's knowledge and skills. This demonstrates that the provider is aware of the local authority's resources and shows a willingness to use these resources to drive improvement for children.

The provider is developing suitable partnerships parents and others. Parents are responsive to the communication books, which encourage them to share information about children with all parties. For example, the preschool encourages all parties including childminders who share the care and education for some children to exchange information and ideas. In this way, the provider is working to sustain open two-way communication and continuity for children. There are plans for children to visit the local school and for teachers to visit the preschool to help to with children's smooth transition into school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register.

## 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

<b>Unique reference number</b>	EY455673
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	889370
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	36
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Topsy Turvy Pre-School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07920 425322

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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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