

The Tot Stop Early Years Centre

Skerne Road, Drifffield, North Humberside, YO25 6PN

Inspection date

05/02/2014

Previous inspection date

12/07/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 are confident and happy in the provision. They relate very well to the staff and develop social skills as they learn to engage and play cooperatively.
- The quality of teaching and learning is good, planning is effectively linked to the observations and assessments that staff make, so activities are organised to respond to individual learning needs.
- Children explore the highly stimulating outdoor environment with much confidence and enthusiasm. They are highly motivated and use the outdoor resources extremely effectively to support their learning and play.
- Children with special educational needs and/or disabilities and children who have delayed speech and language skills are making good progress because staff provide targeted, effective learning opportunities.
- Positive relationships with parents are developed through frequent communication.

It is not yet outstanding because

- There is scope to develop even further the enabling indoor environment for the younger children.

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 in playrooms and outside learning environments. A tour of both premises was completed.
- The inspector held meetings with the owner, deputy manager and talked with children and staff, including key persons at appropriate times throughout the inspection.
- The inspector looked at relevant documentation, which included evidence of the staffs' suitability checks, the safeguarding documentation, children's observation, assessment and planning records. Also a representation of the setting's policies and procedures and other documentation was seen.
- The inspector examined a sample of staff records, such as, recruitment details, training and performance management information.
- The inspector took into account of the views of parents and carers spoken to on the day.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

The Tot Stop Early Years Centre was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey and double storey building in the town of Driffield, East Riding of Yorkshire. The setting is privately owned and managed. The setting serves the local and surrounding rural areas. There are two outdoor areas, which comprise of a soft play area and a grassed area for children's play.

The setting currently employs nine members of staff. Both the owner and deputy are qualified to degree level and hold Early Years Professional Status. Two other staff are also qualified to degree level. The remaining staff are qualified to either level 4 or 3. There is additional supporting administration and maintenance staff.

The setting is open all year round, from Monday to Friday, other than one week between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 105 children attending, of whom 65 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. Older children attend the setting before and after school and in the school holidays. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the indoor environment for the younger children to provide even more opportunities for them to freely select from the range of resources available and to see a wider range of their creative work displayed.

Inspection judgements

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

Children make good progress in all areas of the nursery. Staff use their good knowledge and understanding of how children learn to effectively support and promote their development through activities that reflect their interests. Observations and the assessment of children's learning help to monitor learning in depth. Through this, staff skilfully identify children's interests and use this knowledge to plan activities to suit each child's individual needs. Staff observations of learning inform the online learning profile, with good information gathered to show children's ongoing progress. Consequently, children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress towards the early learning

goals considering their starting points. Parents are kept well informed about their child's achievements as they have access to the computerised observations and assessments and daily opportunities for discussion with the key persons. The progress check at age two years is completed for children in this age group. This is effective in highlighting any gaps in learning and enables staff to secure early intervention to ensure that no child gets left behind in their development. Children are keen to join in activities and often sustain their interest in the work they are doing. They are effectively taught to be independent when registering their names at the start of the day and confidently follow established routines. They know, for example, to put on their coat before going outside when the weather is wet and cold and to put on an apron before painting. Staff foster children's pleasure in stories and books. They encourage them to listen carefully, join in with familiar rhymes and to repeat out loud the parts of stories they know. Staff challenge the children as they read stories, ensuring that all are fully involved by asking follow-up questions that require more detailed answers. Some children are beginning to use and link letters and sounds, as staff begin to naturally thread these through their use of everyday language. Children enjoy learning through a wide variety of activities at the nursery. For example, they learn to create pictures of cherry blossom using printing and mixing their paint to create blossom pink. This is achieved because staff set up resources successfully and children can use these when they choose to, effectively promoting independent learning.

The quality of teaching is good because staff use practical activities to help children learn key skills. Staff focus well on children's personal skills. Children learn to do things for themselves and this helps them to remember what they have learned. Staff caring for the babies create a nurturing and caring environment where they respond warmly to their babbling, which promotes their communication skills and reinforces their confidence and self-value. However, there is scope to extend the free access to the wide range of resources available to the younger children and to display a wider range of their creative work, so that they understand that it is valued. Throughout the nursery, staff plan excellent activities in the outdoor spaces following the Forrest School Status, which they have gained. This is highly effective in promoting children's development in all areas of learning. For example, they enjoy climbing on apparatus, building dens, making marks, using a wide range of tools and gardening. Children's understanding of diversity and difference is promoted as they celebrate festivals and special events from around the world. They access resources that reflect positive images of people from different cultures and with physical disabilities. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. Staff working with toddlers effectively support their free play through the provision of a selection of resources. They talk with children about their preferences as they help them to put on aprons before messy play. They supervise closely while children make marks on paper and confidently roll out play dough. Staff teach mathematical language, such as 'backward' and 'forward', providing opportunities for children to extend their vocabulary. Children are able to explore, experiment and gain new skills because staff plan experiences that are tailored to their needs and interests. All of these activities help children to gain a good range of skills in readiness for school when the time comes.

There is good communication with parents. They feedback to staff what children are doing at home and this contributes to the assessment and planning of their child's next steps in learning. Parents are welcome to come into the nursery and talk with staff, where they

can gain further understanding of their child's development. Their child's development profiles are available and parents state they feel included in and are well informed of their children's progress.

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

Children are happy and eager to attend this welcoming nursery. Close bonds are established between each child, their allocated key person and other staff members. This means that children's sense of security is fostered well. Parents provide valuable information about their children's background, interests and abilities when they first start to attend. This enables staff to quickly identify each child's starting points and begin to tailor learning experiences to the interests and abilities of individual children. The play areas for the older children are child-orientated, with low-level labelled storage, which helps children to become independent learners. Staff work effectively with parents and colleagues to support children's smooth transitions when moving to a new base room in the nursery. Children are also well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. For example, the older children are becoming increasingly independent as they manage their personal care and dress themselves for outdoor play.

All children are provided with experiences and support, which help them to develop a positive sense of themselves and others. Children's enthusiasm for learning and their ability to share, take turns and be polite, helps them to behave well. They sit in small groups with staff at lunchtime and develop good social skills. This is seen in their unprompted use of 'please' and 'thank you' when someone helps them. Staff give them plenty of encouragement and praise for their efforts. This helps to raise their self-esteem and increase their enthusiasm, so that they try even harder.

Staff ensure that health and hygiene is prioritised during daily routines and activities. For example, in preparation for snack and lunchtime, children wash their own hands. As children become increasingly aware of safety, make friends and learn self-care skills. They gain essential skills and attitudes to support their future move to other settings or to school. Children gain an understanding of their own and other people's safety. This is achieved due to the consistent way staff provide them with simple explanations as to why their actions may not be appropriate. For instance, a member of staff explains that if the children throw sand it may go into their friend's eyes. Children show that they feel safe and secure in the setting and learn about the procedures for evacuating the premises in an emergency. They interact well with their peers and confidently talk to practitioners and visitors to the setting.

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

The manager and deputy demonstrate a clear understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. Safeguarding is effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children

are well protected in the setting. All staff keep up to date with their safeguarding training and are well informed about child protection procedures and who to contact should they have any safeguarding concerns. Good systems are in place, which enhances the safeguarding practice. For example, policies are discussed at staff meetings and the robust recruitment and selection procedures follow best practice guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Through completing staff supervision, the setting ensures that staff continue to meet these requirements. This inspection was prioritised following a visit by Ofsted. Ofsted received a notification from an outside agency, which raised concerns that the provider had failed to notify Ofsted of a significant event. The provider received a notice to improve to ensure that all adults on the premises were suitable and subject to the appropriate vetting procedures and that Ofsted are notified of any significant event. The provider provided the required information and followed the notice ensuring Ofsted was kept informed. The provider is now fully aware of the requirement to notify Ofsted of any significant issues within the required 14 day period. Therefore, children's safety and well-being is assured.

Staff work effectively as a team and there are meetings established both in the areas of the nursery they work in and as a full team. This helps ensure children remain safe at all times. The nursery works closely with outside agencies to help families and are very knowledgeable about the referral process and subsequent support on offer, recognising that they have a responsibility for the whole child and that this can include aspects of their family life. Parents are kept informed through newsletters and the notice boards. Through ongoing professional development, staff gain new qualifications and develop their skills, knowledge and understanding. Individual development needs are identified through the appraisal, supervision and peer observation process and are met by accessing local authority training and other support routes, including in-house training. Whole setting development is identified through the self-evaluation process and the supportive working relationship with the local authority. Parents are involved in the self-evaluation process through the completion of questionnaires. This means that staff and management know the nursery's strengths and weaknesses well. They are able to identify areas for improvement, develop action plans and monitor developments with the benefit of an external review. The recommendation raised at a previous inspection has been addressed, ensuring that documentation is managed effectively. The setting has effective management systems in place. The complaint procedures are followed appropriately when required. The setting works closely with an outside agency and in partnership with other professionals, such as health professionals and the children's centre. This work with other agencies and professionals supports a shared approach to providing an inclusive and supportive service to children and parents.

Partnerships with parents are effective. They are made welcome and come into the setting, where they can gain a further understanding of their child's development and gain the information needed to promote their child's learning and development at home. Their child's development profiles are freely available on line and most parents state they feel included in and well informed of their child's progress. General information is also available for parents, including the nursery's policies and procedures and a notice board detailing activities in the local area. Parents are kept informed about areas of learning and safeguarding procedures through discussion with key persons and newsletters.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY307024
Local authority	East Riding of Yorkshire
Inspection number	952092
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	105
Name of provider	Top Stop Pre School and Early Years Centre Ltd.
Date of previous inspection	12/07/2011
Telephone number	01377 240925

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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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