

Tykes Pre-School

Tilgate Community Centre, Shakleton Road, Tilgate Crawley, West Sussex, RH10 5DF

Inspection date

03/04/2014

Previous inspection date

11/02/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Staff are not secure in knowing the possible signs and symptoms indicating children's welfare is at risk. This means they do not safeguard children appropriately and the children are at risk.
- The systems for identifying, reporting and dealing with faulty equipment with particular regard to nappy-changing equipment are weak. This means children's safety is not effectively supported.
- Systems to observe and assess children's development do not enable staff to plan for children's next steps. Consequently, children do not make good progress.
- Staff do not implement hygienic procedures when changing nappies. This means children health is not adequately promoted.
- Staff do not assess all risks to children, with particular attention to the storage of equipment. This means children's safety is not adequately promoted.

It has the following strengths

- Staff manage children's behaviour well, which helps children develop habits and behaviour appropriate to good learners, their own needs and those of others.
- Staff organise the learning environment effectively. This gives children opportunities to develop their independence.

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.

Inspection activities

- The inspector sampled a range of documentation, including medication and accident records, children's attendance records, staff records and the setting's safeguarding and complaints policy and procedures.
- The inspector held ongoing discussions with the children, staff, the manager, the deputy and registered person throughout the inspection, including discussions about safeguarding issues.
- The inspector gathered parents' views from questionnaires sent out by the management.
- The inspector discussed leadership and management with the registered person, the manager and the deputy. It was agreed that ongoing discussion and various small observations would take the place with the manager instead of a longer, joint observation.
- The inspector carried out a joint observation with the deputy manager

Inspector

Jacqueline Walter

Full report

Information about the setting

Tykes Pre-School registered in 2009. It is one of three privately owned pre-schools. It operates from a community centre within the Tilgate area of Crawley, which is in West Sussex. It is open each weekday from 9am to 2.30pm, during term times only. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register. There are currently 45 children attending in the early years age range. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years of age. The setting supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The provision employs seven members of staff. Of these, five staff including the manager hold appropriate early years qualifications. Two members of staff are working towards a childcare qualification. The manager holds Early Years Professional Status.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

ensure staff understanding have a good of safeguarding issues, particularly with regard to identification of the signs and symptoms of possible abuse.

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

- implement a clear and well-understood policy and procedures for assessing risks to children's safety and review risk assessments regularly. This is with particular regard to the storage of aerosol cans and the reporting of broken or faulty equipment
- implement appropriate hygiene procedures to ensure the health of children is effectively promoted, with particular regard to the nappy-changing procedures
- improve staff understanding of observation and assessment, with particular regard to identifying children's achievements and in identifying children's next steps in learning.

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

Staff do not have an adequate understanding of how to support children's learning. In addition to this, the assessment and planning systems that they implement are weak. Staff implement good systems to identify children's starting points. They gather information from parents and other settings that children have previously attended. They also complete regular observations of children. However, some staff's knowledge and understanding of observing exactly what the children know, understand and can do is not clear or secure. Consequently, they do not have a clear understanding of each child's individual learning needs and are unable to ensure they make sufficient progress in their learning. This means that they do not always plan meaningful activities in some areas of learning as it is not informed correctly by assessment. In turn, some children are not supported or challenged effectively and this limits them in developing to their full potential. Consequently, some children are restricted in acquiring the skills and capacity to develop and be ready for their next stages in learning. The staff complete the required progress check for two-year-old children to monitor their progress in their development.

Staff have suitable teaching skills overall, and children are able to initiate play independently. Staff are friendly and interact with children as they play. With older children, the staff consolidate their growing vocabulary by talking with the children about what they are doing and asking them meaningful questions. This helps children to express themselves and share their ideas. Staff take practical opportunities to engage children in counting, measuring and using comparative language such as bigger and smaller. For example, when children enthusiastically find items in an Easter hunt they encourage children to count how many chicks they have found. They also encourage the children to find and use the different sized saucepans they provide in the sand kitchen. This helps children develop their mathematical understanding.

Children have opportunities to choose what they want to do and play with, and whether they play inside or outdoors throughout their time in the setting. They enjoy controlling their bodies when using logs as stepping stones and when riding the vehicles. For example, they enjoy exploring movement as they change direction and negotiate their bikes around other children. Such activities support children's physical development as they get plenty of exercise and fresh air and practise their control of movements. They also are able to develop their coordination by engaging in inside experiences, such as threading activities.

Staff have appropriate systems in place that involve parents in their children's learning. Staff share information on the children's day and achievements with parents through informal conversations and parents meetings twice a year. They discuss some of the children's learning needs identified at home and support these appropriately in the setting. For example, they share information books on helping children with letters and their sounds.

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

The provider's ability to ensure the well-being of children is inadequate. Staff do not promote the children's health. For example, the changing mat is not cleaned appropriately before use and is kept on the floor where children walk over it. In addition to this, children do not have sufficient opportunities to learn how to keep themselves safe. Staff discuss with children how to be careful when using equipment such as stepping stones made out of logs. However, staff use some hazardous equipment, such as a damaged changing mat with exposed foam. They also leave an aerosol can within the reach of children. These issues compromise the children's health and safety and are breaches of requirements.

Children of all ages are able to easily access and explore the wide range of toys and equipment, which are set out in both the inside and outside areas. This gives them opportunities to develop their choice and decision making skills. Staff hold the required qualification regarding first aid.

There is an effective key-person system in place. This provides good continuity and consistency of care for the children. Staff implement effective strategies to help settle new children. For example, they encourage parents to participate in settling-in visits, which reflect children's individual needs. They also gather detailed information about the children's interests and routines at home through 'All About Me' booklets that the parents complete. This enables staff to have an understanding of children's individual needs and follow home routines. This in turn helps children feel generally secure. Older children display confidence in talking and playing with staff and visitors. For example, they excitedly tell visitors about their activities and what they have to do. They also confidently inform staff of their wants and needs. For example, younger children ask staff to help them in their threading activities when they need support.

Staff encourage the children to develop good habits and positive behaviour. They use appropriate methods for dealing with negative behaviour. When children are upset when others stop them joining in with activities, staff take time to explain how to take turns and play together. They also encourage children to feel empathy for the children left out. Children are then motivated to share their activities and then willingly share the resources. Staff give children praise for their work and achievements, which helps children to feel pride in themselves. They also discuss and implement solutions to encourage positive behaviour with the older children. For example, they ask and encourage children to share ideas on solving problems when two children want the same equipment.

The meals that staff provide are healthy. For example, children can enjoy snacks of fresh fruit. Children make choices about what they want to eat from a variety of fruit. Staff gather information about children's dietary requirements and meet these when required. Children have appropriate opportunities to develop their understanding of healthy eating and hygiene. For example, they engage in regular routines, such as washing their hands before meals. When staff sit with them at lunchtime, they encourage the children to eat the savoury food from their lunchboxes first.

Staff implement good strategies to ease children's fears when they move to their reception class at school. The staff welcome visits from school staff so they can get to know the children. They also share information books with the children on the local schools. This helps the children develop confidence in their new environments.

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

The management team has an inadequate understanding of their responsibilities in meeting the learning and development requirements. There are weaknesses in the planning and assessment systems that restrict the children in making sufficient progress in all areas of their learning. The staff's knowledge and understanding of implementing the safeguarding and welfare requirements is also inadequate. This is because staff are not

secure in knowing the signs and symptoms that may indicate abuse. Consequently, they do not implement the required procedures to deal with concerns, which puts children at significant risk. In addition to this, staff do not implement effective hygiene procedures when changing nappies. This means they are in breach of requirements as set out in the Statutory framework for the Early Years Foundation Stage. Therefore, children's health and safety are compromised.

The inspection took place following a complaint from a parent that raised concerns on how the provider safeguards children and protects their welfare. The inspection found that staff ratios are met and staff are adequately deployed to supervise the children appropriately. However, the provider is not appropriately promoting children's health and safety. This is because the procedure for dealing with faulty equipment is not robust, and risk assessments do not take account of the storage of dangerous equipment, such as an aerosol can. These breaches in requirements mean that children's health and safety is at risk. The inspection also found that staff did not always record accidents or implement effective procedures to identify and deal with unexplained injuries. However, the registered person took swift action in addressing these issues and now meets the necessary requirements. For example, disciplinary procedures have been taken against staff and the policy for unexplained injuries has been improved and shared with all practitioners.

The leadership team uses appropriate recruitment and vetting procedures to appoint staff. For example, references are taken up and qualifications are checked. There are appropriate arrangements in place to ensure staff are aware of some of their responsibilities. For example, new staff undergo regular reviews as part of their induction. These systems help to make sure staff are suitable for their roles.

The leadership and management team have systems to evaluate their provision and practice. These help them to inform the nursery's priorities and drive improvement in some areas. For example, to improve partnerships with parents, staff have attended a 'Parents as Partners' course and have begun to implement strategies, such as open-day sessions and coffee mornings. Partnership with other local professionals is appropriate.

The nursery also values parents' views and fully takes account of them to help drive improvement in their partnership working and care of the children. For example, as a result of views and opinions gathered from parent questionnaires, staff have created a small pond in the outside area. This enables the children to further their understanding of the world around them. Staff has also taken positive actions in addressing previous recommendations. For example, the management have introduced new planning assessment sheets as well as introducing a system to record parent's comments in children's learning journals.

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	EY398546
Local authority	West Sussex
Inspection number	960716
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	45
Name of provider	Victoria Rodena Bailey
Date of previous inspection	11/02/2010
Telephone number	07540547382

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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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