

Tykes Pre-School

Bewbush Centre, Dorsten Square, CRAWLEY, West Sussex, RH11 8XW

Inspection date	02/04/2014
Previous inspection date	26/04/2011

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

- The quality of teaching in the pre-school is very good. Staff are skilled at asking open-ended questions to develop children's critical thinking skills to extend their learning and development.
- Robust partnerships with other professionals are highly effective to promote children's needs. This provides children with continuity of care and learning and ensures they make good progress.
- Leadership and management is very good. Staff are supported very well with regular supervision to monitor their practice and training needs.
- Partnership with parents is good and there are regular opportunities to share ideas and involve parents in the learning and development of their children.
- Children are happy and eager to involve themselves in the varied activities and learn through play.

It is not yet outstanding because

- There is scope to improve the outdoor learning environment, in order to offer children more opportunities to take their learning outside, explore the natural world and sensory play.

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 observed activities in the indoor and outdoor learning environments.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector had meetings with the manager and owner of the pre-school.
- The inspector looked at children's assessment records, policies and procedures and planning documentation.
- The inspector spoke with parents and took into account their written feedback.

Inspector

Daphne Brown

Full report

Information about the setting

Tykes Pre-School registered in 2009 and moved to its current location in 2010. It is a privately owned and operates from the Bewbush Centre in Crawley, West Sussex. The pre-school serves the local area and is open during term time only, Monday to Friday, 9am until 3pm. The pre-school is registered on the Early Years Register. There are currently 43 children on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and those for who speak English as an additional language. The pre-school employs eight members of staff; seven of whom are qualified in early years.

What the setting needs to do to improve further

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

- enrich children's learning by improving the quality of the outdoor environment to offer more opportunities to take their learning outside, explore the natural world and learn through sensory experiences.

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 as staff provide a range of engaging and challenging activities. Staff have a secure knowledge of how children learn and develop and apply their knowledge to ensure all children make very good progress. Staffs' meaningful interactions, relaxed, enjoyable dialogue with children and the use of open-ended questions are particularly good. This results in children making very good progress in their learning and development and this helps to prepare children in readiness for school. The system for observation, assessment and planning is organised and clearly focuses on children's individual interests and needs. The key person makes regular development reports, including the progress check for two-year-old children, and share these with parents. This means any gaps in children's learning and development, and any additional learning needs, are quickly identified and well met.

Staff encourage children to be independent learners. They are able to select resources for themselves and invent their own play using their imagination. For example, quoits become steering wheels in a fire engine and then arm bands as they pretend to go swimming. Staff provide children with lots of opportunities to speak and listen throughout the day. They know the importance of using open-ended questions as it creates an environment rich in communication and language. They allow children time to think and respond individually. For example, during a cooking activity staff encourage children to think how

many minutes it will take to melt the chocolate. They introduce new vocabulary to extend children's learning as they talk about the shape of the chocolate before it melts and then after and how heat makes it melt. Staff provide various tools and equipment to help children development their early writing skills. Children enjoy painting and using large brushes and water outside to wash the toy cars. Older children are beginning to recognise letters and phonics as they write their names on their art work and using magnetic letters to spell out their names and words. The book lending system is very popular. It allows children and their parents to enjoy a wide variety of stories together. This helps children to develop an enjoyment of books and underpins their early reading skills.

Children confidently operate and use technology. For example, children enjoy using a computer and learn to follow instructions to operate a painting programme. They then show great delight as they watch their masterpieces being printed. Children enjoy playing in the outside area. However this is small and its location means they are not able to move freely between the indoor and outdoor learning environments to fully extend their learning outside. There are significant plans to improve this to accommodate this freedom of movement and give children access to a much larger area. At present the outside area does limit children's opportunities to fully explore the natural world and their sensory play on a regular basis.

Staff help children develop their understanding of mathematics by encouraging children to think about number values, shapes and volume. For example, children recognise numbers on the microwave oven, use their fingers to show how old they are and decide the price of petrol during their role play.

Partnership with parents and other professionals are very good. Parents speak very highly of the pre-school and the staff. The manager invites parents to spend time in the pre-school. As a result, they are full of praise of the interactions between staff and children and the learning environment they provide. Parents receive daily verbal feedback, a communications book and children's 'learning journals' are given to parents regularly for them to see and add their comments. Strong emphasis is placed on providing support for children with special educational needs. This is done through excellent partnership working with external professionals involved in children's care, as well as support from parents. As a result, children are enjoying activities, gaining skills for the future and making very 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 and the effective team work between staff support children's well-being well. Staff build strong and caring relationships with children and know them well. A gradual settling-in period is used for all children. This is to ensure that they separate from their parents confidently and are happy and confident to explore their new environment. The key person finds out about each child's individual needs and personalities prior to them starting, which enables them to plan activities to capture their interests.

Children's behaviour is good as staff provide a good range of activities, which allow

children to be absorbed in meaningful play. Staff also act as positive role models. They are quick to notice and acknowledge children's efforts, achievements and good behaviour and give children praise and encouragement. This helps children understand how to behave well and show consideration for others. For example, children learn to take turns and share as they use a timer to make sure everyone has an equal amount of time riding in the toy cars.

Children learn about healthy foods through the varied and nutritious snacks. Also by working in partnership with parents to provide healthy lunch boxes for the children. A rolling snack time helps children develop an awareness of their individual appetite needs while letting them play uninterrupted developing their levels of concentration. Snack time also encourages children to learn about their personal safety as they use knives to prepare the fruit and vegetables. Fresh water is always available and children are able to pour it themselves. This promotes their personal independence skills well. Children also make their own choices about whether to play indoors or outdoors. They are able to get their own coats and shoes as each child has their own low level pegs. For example, staff help children put on their own shoes by encouraging them to think through the steps they need to follow to do this. For example, staff reinforce which is their left and right feet with children and discuss how to undo or open up their shoes to get their foot in. This supports their developing independence as well as their concentration skills and being able to listen and follow instructions. Staff also follow robust medication procedures and put in place individual care plans to further promote children's health and well-being.

Staff attend and update their first aid training; accident procedures are comprehensive, which staff clearly follow. Staff carry out daily risk assessments on the indoor and outdoor learning environments and separate ones for outings to local playgrounds and parks. Children learn about keeping themselves safe as they practise fire evacuations and staff remind children about using walking feet inside and not running.

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

Leadership and management is very good. Staff have a very good understanding of their responsibilities to safeguard children. They fully 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. Staff ensure that all visitors are vigorously monitored and are made aware that the use of mobile phones and cameras are prohibited. Recruitment and vetting procedures are robust with thorough inductions for all new staff.

The manager leads by example and regularly monitors the quality of the teaching and the education programmes. She and staff regularly carry out observations on each other and uses supervision, appraisal and team meetings to feedback positive practice and to identify areas for improvement. All staff talk positively about the supportive systems put in place by the manager and owner. They have access to all the elementary training, such as first aid and safeguarding. In addition, they are actively encouraged to access

development courses and higher level qualifications. This training has a positive impact upon staff practice, which contributes to the capacity of the nursery to continually improve. Systems for monitoring and evaluating the provision are good. The manager, owner and staff share a strong commitment and passion to their role. They meet regularly to review the provision and to plan for continuous development. Areas identified for improvement from the previous inspection have been addressed and have made a positive impact on the quality of provision.

Working in partnership with parents is promoted extremely well. The staff engage with parents at every level to ensure children are happy, settled and progress very well towards the early learning goals. Parents are kept fully informed of their children's learning and development through regular discussion, daily diaries and regular reviews of their children's learning journals. As a result, a shared approach to children's learning is fully embraced. Parents spoken with on the day of the inspection spoke very highly of the caring and friendly team. They stated that they were extremely happy with the care and learning that their children receive. The manager, owner and staff are determined and successful in forging strong partnerships with other professionals and outside agencies. This means they are able to help children and their family's access support so children can achieve and progress in their learning and development. For example, they work diligently alongside social care, outreach workers and speech and language therapists.

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	EY419588
Local authority	West Sussex
Inspection number	961706
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	43
Name of provider	Kimberley Jodie Yeoman
Date of previous inspection	26/04/2011
Telephone number	07887946681

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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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Piccadilly Gate
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