

Templegate Tiny Tots Pre School

Whitkirk Primary School, Templegate Walk, LEEDS, LS15 0EU

Inspection date	15/09/2014
Previous inspection date	14/09/2011

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		1
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's emotional well-being is supported exceptionally well because staff are responsive to children's needs. A highly effective key-person system is in place. This ensures that children develop trusting relationships with adults, who know them well.
- Skilled and knowledgeable staff provide a good range of purposeful learning experiences. They effectively monitor children's progress through observation and assessment and children make good progress in their learning.
- Safeguarding procedures are stringent to keep children safe. The management team have a good understanding of how to maintain a safe environment. Staff are trained well in child protection and have a clear understanding of the possible indicators of abuse.
- Partnerships with parents are good. Effective procedures are in place to share information with parents about their child's care and learning.
- The management team encourage the whole staff team to contribute to the setting's self-evaluation process. Planned developments are pertinent and focus on the changing needs of the children in the group.

It is not yet outstanding because

- Educational programmes in the outdoor play area do not always cover all aspects of learning for those children, who are highly active learners, such as fostering literacy skills.

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 playroom and the outside area. She talked to staff and children and held a meeting with the manager.
- The inspector sampled a range of documentation, including staff suitability checks, children's development records and policies and procedures.
- The inspector carried out a joint observation with a member of the management team.
- The inspector discussed the setting's self-evaluation and improvement plan.
- The inspector considered the views of parents spoken to on the day.

Inspector

Susie Prince

Full report

Information about the setting

Templegate Tiny Tots Pre School was registered again in 2011 on the Early Years Register. It is situated in Whitkirk Primary School in the Templenewsam area of Leeds and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from a classroom and there is an enclosed area available for outdoor play. The pre-school employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including one with Early Years Teacher status. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am until 3pm on Monday to Thursday and 8.45am to 11.45am on Fridays. Children attend for a variety of sessions. There are currently 45 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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 learning of those children, who prefer to learn actively outdoors, so that they access all aspects of the educational programme, including activities, which foster their literacy skills.

Inspection judgements

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

Children are making good progress in relation to their starting points. Staff know how children learn and plan purposeful learning experiences that are based on their interests. For example, staff enhance children's learning by providing additional resources to support their imaginative play, as they dress up as pirates in the outdoor area. Highly effective systems are in place to observe children, assess their current development levels and plan next steps in their learning. Children's progress is tracked successfully to ensure that gaps in their learning are quickly identified and addressed. Parents are kept well informed of children's progress and are invited to contribute to their learning journals.

Teaching is good because staff skilfully use open-ended questions to encourage children's thought process. For example, children use hole punchers to make holes in the paper and staff ask them to consider where the tiny paper circles go. Children are curious and staff effectively support their learning by taking the back off the hole puncher to show them. The environment is organised well and displays the characteristics of effective learning. Children select their own resources, display high levels of involvement in activities and

confidently initiate interactions with adults and other children. As a result, children are developing positive attitudes to learning and they are prepared well for school. The indoor environment displays a wealth of labels and signs to support children's early literacy development. However, evidence of print in the outdoor area is limited. This means that children, who spend long periods outdoors, do not fully benefit from a print rich environment where they can see words in context.

Children with special educational needs and/or disabilities are supported exceedingly well. Staff have a clear understanding of how to individualise the educational programmes to meet the needs of all children. Staff are trained well and effectively use the expertise of other professionals, to plan appropriate interventions that support the inclusion of all children in the setting. The setting values children's individuality and effectively supports children, who speak English as an additional language. For example, staff use visual timetables to help children understand the daily routine. They use translation services to translate documentation into different languages, so that all parents can be fully included in their child's learning.

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

Children's emotional well-being is supported exceptionally well. Staff are skilful in their interactions and are responsive to children's needs. The key-person system is facilitated very well and ensures that children build affectionate bonds with adults, who get to know them and their families well. Staff bend down to children's level and listen to them attentively, showing a genuine interest in what they are saying. As a result, children are confident, motivated to learn and display high levels of self-esteem. Children behave very well in the setting because staff are highly skilled in behaviour management. They effectively teach children what is expected of them and use positive reinforcement to maintain a calm and friendly environment where they can enjoy and achieve.

Staff have effectively created a nurturing environment in which children feel happy and confident to explore, knowing that they are close by for support. Children make decisions about their own play. For example, children can choose whether they want to play indoors or outside. Staff provide sensitive reminders about turn taking and encourage children to play harmoniously together through their interactions. Children are very well prepared for the move to other settings. Staff visit new schools in the local area and invite teachers to visit the setting, in order to exchange information and ensure that transitions are smooth. Children benefit from regular visits to the adjacent school where they experience different aspects of school life in preparation for the move. For example, children attend assemblies, meet the teaching staff and eat their lunch in the dinner hall. Resources in the role-play area are changed to include school uniforms, from all of the local schools, so that children can pretend to be school children. This evokes discussion about starting school and staff help to calm children's apprehension by talking positively about new experiences and using books and photographs.

Staff value the benefits of outdoor play and ensure that the outdoor area is available for children to use throughout the session. Children develop physical competences and take sensible risks as they use the outdoor climbing apparatus with the support of attentive

staff. Therefore, children benefit from exercise and fresh air, which supports their health and general well-being. Snack time is organised on a self-service basis, so that children can choose to have a drink and snack when they wish. Snacks are fruit or vegetables and lunch is provided by parents. Staff offer parents ideas for nutritious packed lunches in the welcome pack, in order to encourage healthy eating practices. Safety is a very high priority in the setting and staff teach children how to stay safe very well. They regularly practise fire drills, teach road safety and reiterate the importance of holding adults' hands.

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

Safeguarding procedures are robust. Staff are trained well in child protection and have a good understanding of the possible indicators of abuse. The management team demonstrate a strong commitment to prioritising children's safety and have effective procedures in place to safely recruit new staff. The environment is maintained well and stringent procedures are in place to ensure that children cannot leave the setting unsupervised. For example, external gates are only opened when parents collect children and staff are deployed at the doors and the gate to ensure they cannot leave unsupervised. Safety checks are carried out before the start of each session and risk assessments are in place.

The management team successfully monitors the delivery of the educational programmes. They have a clear understanding of the learning and development requirements and ensure that children benefit from a wide range of learning experiences across all areas of learning. Highly effective procedures are in place to track children's progress and identify gaps in their learning. The setting receives government funding for some two-year-old children. The management team effectively uses this funding to provide additional resources to support children's specific needs. Staff are supervised well. The management team provide training in accordance with the needs of staff and children in their care. They use peer observations and appraisals to sharpen and enhance the already good teaching skills of the staff team. This has a positive impact on outcomes for children. The whole staff team contribute to the self-evaluation process and views are sought from parents. Therefore, planned improvements are realistic and relevant.

Partnership working is a well-established practice in the setting. Parents feel welcome and speak very highly of the staff, who they describe as approachable and attentive. Effective procedures are in place to share information with parents about children's care and learning. For example, parents complete forms about children's likes, interests and specific learning achievements on entry to the setting. Staff spend time talking to parents and relevant information is provided in the form of welcome packs and newsletters. The setting has developed excellent links with other professionals. They work extremely well with the adjacent school, in order to prepare children emotionally for next steps in their learning. The management team are highly receptive to input from specialised teams, who provide advice and guidance about appropriate interventions that support children with special educational needs and/or disabilities.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY422610
Local authority	Leeds
Inspection number	874430
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	45
Name of provider	Templegate Tiny Tots
Date of previous inspection	14/09/2011
Telephone number	07949893076

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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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