

# TJ's Preschool

The Scout Hut, Cotwall End Road, Lower Gornal, DUDLEY, West Midlands, DY3 3EJ

## Inspection date

16/09/2014

Previous inspection date

13/01/2011

## 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 protected from harm because staff know children well. Staff demonstrate that they understand the important role that they play in child protection.
- Leadership is strong because the managers have a good understanding of the Early Years Foundation Stage. Consequently, children are making good progress in their learning and development.
- Children benefit from an educational programme that is varied and stimulating. Teaching is good because staff provide activities that encourage independent learning.
- Partnerships with parents ensure that staff have all the required information when children start. New children settle quickly because they receive warm and affectionate care from staff.
- Children are happy and confident within this welcoming environment. They form strong attachments with staff, which supports their emotional well-being.

### It is not yet outstanding because

- Staff overlook some opportunities to communicate with parents about children's individual next steps in development to enable parents to extend their child's learning at home.

## 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 activities in the indoor area and outdoor play areas and carried out a joint observation with the manager.
- The inspector spoke to both of the managers and children throughout the inspection and took account of the views of parents spoken to on the day.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.

## Inspector

Julia Galloway

## Full report

### Information about the setting

TJ's Preschool opened in 1995 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room in a single storey building, in Dudley. The pre-school serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school is open Monday to Friday, during school term times. Sessions are from 8.30am until 11.30am. There are currently nine children on roll in the early years age range. The pre-school provides funded early education for three- and four-year-old children. There are two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3 and 5. The setting receives support from the local authority and has good links with the local school.

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

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

- sharpen the focus on the level of information given to parents about their children's next steps in development, so that they can further extend and consolidate their child's learning at home.

## Inspection judgements

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

Children are making very good levels of progress because staff prepare a wide variety of activities and experiences that interest and motivate them to learn. The educational programme has depth and breadth across all areas of learning, which enables children to engage in a balanced range of experiences. The setting is well organised and provides a safe and stimulating environment for children who attend. They are provided with many opportunities to make choices about what they would like to do, which supports their independent learning. Children become absorbed in play activities and they play happily with their peers for extended periods. Staff know all children well and they plan adult-led activities taking into account children's individual needs. Teaching is good because all children receive targeted support from staff. This is because the staff work closely with children, encouraging them to join in with the experiences that are on offer. Consequently, children readily respond to requests from staff when it is time to change activity. This is because they are interested in what is happening next and are ready to learn more.

Staff give children clear instructions during group sessions to ensure that they can all take part. They encourage children to be actively involved in their learning at all times. For example, children enjoy playing with play dough and part of the weekly routine involves making the play dough that they use. Children do this confidently and they can recall the amounts of ingredients needed to make the mixture. Each child takes part in this activity,

which supports children's all round development because children work together as a group whilst communicating and listening to each other. They also have opportunities to apply their maths knowledge. As a result, children are learning skills that will support them in readiness for school. The educational programme has a sharp focus on teaching children skills for literacy and maths. Staff monitor children's development in these areas by recording skills that children have when they start and providing targeted support where required thereafter. Staff also ensure that children take part in highly stimulating activities that involve them gaining an awareness of the world around them. When children go for a walk to collect autumn leaves, they show evidence of consolidating information from a group session. This is because they confidently explain about what is happening to the leaves and why.

Children's progress and achievements are monitored because the setting uses assessment documents that identify attainment or any gaps in learning. These include a learning journey document that contains observations, photographs and examples of children's work. Both members of staff, who share the key-person role because the setting is small, complete assessment documents. Detailed observation sheets and summative reports are sent home each term, which contain information about children's next steps in learning. However, opportunities to communicate more regularly with parents about their children's next steps are sometimes missed. This is because information about what children will be learning focuses on group learning targets more often than individual ones, such as, information about the letter or number of the week or specific topics to be covered. Nevertheless, parents are encouraged to access their children's files on a regular basis and are invited to spend time at the setting to see how their child is getting on.

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

All children appear happy and settled at the setting because they receive warm and affectionate care from staff. Children who have only been attending for a short period appear at ease in the setting. Parents and staff report that children who are upset during their first sessions quickly settle and join in. This is because they form secure attachments with staff, who are positive and approachable at all times. Children's emotional well-being is well supported because key persons get to know all children well. Staff effectively share information with parents because they spend time talking with them each day. All parents are asked to complete information booklets about children's individual care needs prior to them starting. This means that the setting has all important information about children's care needs. A two-way flow of information about children's time and care at the setting has been established through appropriate procedures, such as accident records, which parents are asked to sign to say that they have been informed.

Staff are positive role models for children. They speak kindly to them and listen to what they have to say. Consequently, all children play well together and they are confident to express their own views and opinions. For example, children report that 'this is good nursery, not a bad one' and at the end of story time, they ask to have a turn reading a

story to the group. They do this confidently and copy the behaviour of staff by using expression and tone while doing so. The other children sit and listen to the story, which shows that they value this gesture by one of their peers. Children readily respond to the routines and boundaries during their time at the setting. They follow instructions from staff and show that they are beginning to understand about how to keep themselves safe. For example, they report, 'we can't go in the kitchen because the oven is hot'. Children have regular access to the outdoor area where they can play in the fresh air and the staff ensure that children take regular exercise. During each session, a variety of equipment that encourages children to be active is made available, such as, bikes, scooters and large play apparatus. This provides experiences, which are more challenging that support their physical development.

Children's good health is promoted because they learn good hygiene routines and eat healthy foods. Children eat a variety of fruit and vegetables at snack time, which helps to contribute to a balanced diet. On arrival each day the morning routine involves children washing their hands when they come in from outside after they have self-registered. They also independently get tissues to wipe their noses as required throughout the session. Children are developing key skills that will support them when they move onto school because they manage their own care needs. Partnerships with the local school have been established. Teachers from the school routinely come into the setting to meet children and discuss what will happen during this transition. This helps the children to prepare for this move when the time comes.

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

Leadership and management are strong because children are kept safe from harm and all children make good progress as a result. Safeguarding responsibilities are understood by all staff, who clearly explain how they would deal with concerns that relate to child protection. Information to support safeguarding practice is detailed and informative. This means that staff have all required information to support them in their practice. The staff team is small and all required recruitment checks have been carried out to check suitability. Staff work closely to support each other's practice. They do this by having good lines of communication and by holding regular discussions about all aspects of the setting. Both members of staff routinely attend training that supports their professional development and the impact of this is evident within the setting, which is well run. Risk assessments are carried out where required to ensure that the environment is safe and secure. For example, if a child has an accident, staff assess whether any hazards need to be removed to ensure children's ongoing safety.

Children are making good progress overall in their learning and development. Staff know children extremely well and they demonstrate through their practice, how they support individual children's learning needs. Individual tracker summaries for each child means that staff can easily identify any gaps in development and monitor the progress that they make. Teaching is good because staff understand the different ways that children learn and they provide a balanced programme. Furthermore, the observation and assessment

systems are embedded into daily practice. Partnership links with local schools means that detailed information about leavers is shared. This means that schools have all the required information about children to support this important transition.

Leaders have successfully used self-evaluation systems to monitor the quality of the setting and priorities for ongoing improvements have been identified. This includes seeking the views of parents, children and other professionals. This shows a commitment from the leaders to continually reflect on ways to provide the highest standards of care and learning to meet the needs of children who attend.

### **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. 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

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | 253910   |
| <b>Local authority</b>             | Dudley   |
| <b>Inspection number</b>           | 871528   |
| <b>Type of provision</b>           |  |
| <b>Registration category</b>       | Childcare - Non-Domestic                           |
| <b>Age range of children</b>       | 0 - 17   |
| <b>Total number of places</b>      | 22   |
| <b>Number of children on roll</b>  | 9  |
| <b>Name of provider</b>            | Mrs Jacqueline Worth & Mrs Tracy Brady Partnership |
| <b>Date of previous inspection</b> | 13/01/2011   |
| <b>Telephone number</b>            | 07980029878  |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

