

Tykes Pre-School

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

Inspection date

08/10/2014

Previous inspection date

03/04/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Staff set up the hall to create a welcoming play environment for children.
- Children particularly enjoy playing in the interesting outdoor area and benefit from outdoor play in all weathers.
- Staff work closely with parents and keep them well informed about their child on a day-to-day basis.
- Staff are committed to developing the pre-school and take appropriately targeted action to meet requirements.

It is not yet good because

- Staff do not yet use their assessments confidently to ensure activities consistently challenge children and build on their skills.
- Group times are not always planned effectively to meet all children's needs and support their language and communication skills.
- Systems for monitoring and evaluating the pre-school are not fully established.

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 children taking part in indoor and outdoor activities.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning, risk assessments and staff suitability records.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

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, in West Sussex. Children have access to a main hall and there is an enclosed area for outdoor play.

The pre-school is open each weekday during term time from 9am to 2.30pm. Children may attend a morning or afternoon session or stay all day. It is registered on the Early Years Register. There are currently 19 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for children aged two, three and four years of age. It supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are five staff who work at the pre-school. The manager holds Early Years Professional Status and four staff have relevant qualifications at level 3.

What the setting needs to do to improve further

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

- ensure activities challenge children sufficiently and effectively build on their skills, to support their overall progress.

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

- review the organisation of group activities to ensure the needs of all children are taken into account and to support all children's communication and language skills
- extend systems for rigorously monitoring and evaluating the provision to drive further improvement.

Inspection judgements

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

Staff welcome all children into the pre-school. They gather detailed information from parents about children's background, starting points and needs. This helps them provide any support children require when they start. Staff have developed and improved their understanding of how to observe children and identify the next steps for their learning. They make regular observations and plan a variety of activities for their key children.

Children enjoy experiences that staff match appropriately to their interests. However, staff are still gaining confidence in using the new systems for planning and assessment and activities do not always fully challenge children to ensure they make as much progress as possible. For instance, staff sometimes repeat similar activities rather than introduce new and exciting experiences. This means that although children enjoy activities, they do not always build on their skills as much as they could.

Staff teach children a range of skills that help prepare them for the next stage of learning and for school. They support children's communication and language skills appropriately by talking to them as they play, asking questions and encouraging conversations. Children who are learning English as an additional language currently benefit from staff who also speak their home language, and all staff learn key words to use in the pre-school. Staff plan group time and story sessions that older and more confident children enjoy. However, less confident children and those with additional needs were not always fully engaged in these activities. Children did not all have the opportunity to contribute and develop their language and communication skills. Staff also did not make full use of visual props and aids to engage all children.

Staff encourage children's understanding of number through daily activities and routines. Children counted as they scooped up water in the mud kitchen and when they decided how many eyes to include when they made a paper plate face. Staff gave children the time and space they needed to experiment as they mixed corn flour and water to make gloop in a big tray. Children brought farm vehicles and trucks over to push along in the mixture and spent long periods exploring as they played. Staff joined children as they played in the role-play vet's surgery, encouraging them to use their imaginations as they developed a story about their sick pet cat. Staff enable children to have free access to the outdoor area throughout most of the morning, and children enjoyed joining in a range of activities outside as well as indoors. They had great fun splashing in the puddles in their wellington boots, making pies in the mud kitchen and playing in the maze.

Staff work in close partnership with parents and keep them informed on a day-to-day basis. They have begun to regularly share their assessments and planning with parents to keep them up to date with their child's progress. This helps involve parents in their child's learning.

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

Children come in to the pre-school happily and settle quickly to an activity. They have positive relationships with staff and each other. Staff are sensitive to children's needs as they settle in and give them extra cuddles and reassurance. This supports children's emotional and physical well-being. Staff remind children to be kind to each other, to take turns and to share, which helps children learn to behave well. They explain to children why running inside might be dangerous and encourage children to think about the consequences of their behaviour. This helps children develop an understanding of risks and how to keep themselves safe.

Staff set up the hall each day to create a welcoming environment and provide an appropriate variety of resources that keep children well occupied. The manager has reviewed risk assessments and staff make daily checks of the pre-school and outdoor area. They make sure they highlight and address any potential hazards. As a result, children move safely around the hall and the outdoor area. Staff encourage children to be independent by organising some resources so that they can easily select things for themselves. For example, children confidently chose some wool from the craft trolley to use as hair for their paper plate face. Staff supervise children vigilantly: they make sure that enough staff are in the hall and outside and that they can see children at all times.

Children learn to manage their own personal needs when they remember to wash their hands before snack time and after playing in the garden. They confidently use the hand sanitiser provided in the hall. Staff follow careful hygiene routines for changing nappies and procedures are now displayed clearly for everyone to follow. A suitable mat is available and staff use gloves and wipes. Children benefit from a good selection of healthy snacks during the morning. They helped themselves to banana slices, vegetables, breadsticks and dips and poured their own drinks of milk or water. Children play outside every day in all weathers, benefiting from the fresh air and exercise. They happily practise their physical skills as they ride bikes or balance carefully on the log stepping-stones.

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

Since the last inspection, staff have improved their knowledge and understanding of safeguarding requirements. They are familiar with the possible signs of harm or neglect and know what procedures to follow if they have child protection concerns. This helps promote children's welfare. All of the required documentation to support the smooth running of the pre-school is in place. The manager monitors staff performance appropriately and they have access to local training courses to develop their knowledge and skills. Staff have an annual appraisal and the new manager has now also introduced regular supervision sessions for all staff. These measures help ensure the staff team is well trained and supported.

The new manager of the pre-school has made a number of recent changes and improvements that have had a positive impact on the quality of the setting and outcomes for children. All of the actions set at the last inspection are now met. The manager has recently introduced a new system for assessment and planning. This has helped staff improve their skills in identifying children's achievements and the next steps for their learning. However, staff are still developing their skills in planning stimulating and interesting activities to fully challenge children. They have begun to monitor children's development more closely, for instance by using tracking sheets, and they take appropriate measures where children are not making expected progress. They support children with additional needs appropriately overall, adapting activities and responding to them sensitively. They work closely with other professionals, such as speech and language therapists, and develop plans for children together to ensure they experience a consistent approach. Children with special educational needs and/or disabilities are happy and settled

in the pre-school and have good relationships with staff.

The manager has also overseen recent significant improvements to the outdoor play environment. Staff have created a more welcoming and interesting space by adding a maze, a nature garden and a mud kitchen. They have divided the space into different areas and created brightly painted pathways. As a result, children thoroughly enjoy their outdoor playtime and benefit from a good variety of experiences outside.

Some systems for evaluating the overall quality of the pre-school are in place. For instance, staff reflect on their practice in staff meetings and make suggestions for improvements. The staff team show a good commitment to improvement and they work hard to implement any agreed changes, such as to the outdoor area. More rigorous monitoring of the provision, for instance through parent questionnaires, self-evaluations and peer observations, has begun but is not fully established.

Staff keep parents well informed through daily discussions, notice boards and newsletters. Parents also have access to a range of policies and procedures, which provide useful information about the pre-school. Parents comment that they are happy with the care the pre-school provides and that they believe their child is safe and well cared for. They are pleased with their child's progress. Parents have noticed improvements to the setting over recent months and particularly value the friendly and caring approach of the staff team.

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	EY398546
Local authority	West Sussex
Inspection number	989891
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	45
Number of children on roll	19
Name of provider	Victoria Rodena Bailey
Date of previous inspection	03/04/2014
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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