

Tom Thumb Day Care - Reffley

Reffley Pre School, Reffley Lane, KING'S LYNN, Norfolk, PE30 3SF

Inspection date	08/10/2014
Previous inspection date	04/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Close bonds have formed between key persons, children and their families, which helps children feel a good sense of security and confidence in the setting.
- Children make good progress in their learning and development as they engage in a broad range of activities indoors and outdoors, which are planned around their interests.
- Close, trusting relationships with parents and effective links with other agencies support a shared approach to children's learning and ensures they receive good levels of support.
- Staff follow precise policies and procedures to safeguard children in their care and have a secure understanding of how to implement these within the setting.
- Management consistently monitor and evaluate all aspects of the setting. Staff work closely as a team and are motivated to ensure children benefit from a continually improving provision.

It is not yet outstanding because

- There are fewer resources that reflect real-life experiences to support children's imaginary play.
- Overall, the outdoor area is well-developed and provides a range of interesting activities. However, there is less opportunity for children to explore and investigate the natural world.

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 children's activities in the pre-school room and the outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation of general practice with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documents.

Inspector

Carly Mooney

Full report

Information about the setting

Tom Thumb Day Care-Reffley was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single story building in Kings Lynn, Norfolk and there is an enclosed area available for outdoor play. The setting serves the local area and is accessible to all children. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The setting opens Monday to Friday term time only. Sessions are from 9am until 11.30pm and 12.30pm until 3pm. A lunch club operates from 11.30am until 12.30pm. Before and after school care is also offered and operates from 8am until 9am and from 3pm until 5.30pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a small 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 children's access to real-life resources to further support their imaginary play

- enhance the outdoor area to include further resources and materials, to enable children to explore and learn more about the natural world around them.

Inspection judgements

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

Staff have a passion and desire to provide children with the very best start in life. Children enjoy their time in the setting. They are keen to explore and investigate because staff provide a stimulating learning environment and have a clear understanding of how children learn through play. As a result, children have good opportunities to enhance their development across the seven areas of learning. Staff teach children well to ensure they make good progress. They use effective questioning to help children develop their problem-solving abilities and model active learning. For example, children are curious as to whether a cart they have found will fit on the train track. They ask staff, who suggest they place it on the track and find out for themselves. Children then conclude that the cart is too big. Children engage in different role play scenarios. They pitch their tents to go camping and feed babies toast for their lunch. However, there are fewer opportunities for children to use real-life resources as props to enhance their imaginary play in general.

Children's communication and language is supported well. Children develop their language and social skills, as they join in circle times and enjoy age-appropriate singing sessions. Communication is further strengthened as children use sign language during the songs. Staff join in conversations with children and show that they value children's contributions and encourage their responses. Children who speak English as an additional language and those who need support with their communication skills are identified quickly, through the use of schemes, such as the Every child a talker programme. This enables staff to secure timely interventions and support where required. Staff speak clearly and repeat key words for reinforcement during play to extend children's vocabulary. For example, young children playing with sand hear the words 'dig' and 'tap', as they build their sandcastles. Children explore number, shape and size in their play. Staff are alert to the opportunities to develop children's skills. They support the youngest children to count 'one, two three' when getting ready to use the slide. Children discuss their family and count the number of sisters they have. They receive support from staff to think about how many children it makes altogether if they add themselves. Children use and hear positional language. Staff ask them to, 'lay down on top' of the paper to be drawn around and children say, 'open and shut' as they use scissors to cut the paper around their bodies. In general, the garden engages children's interest through a varied range of resources and activities. However, some areas are not so clearly developed to maximise learning opportunities. For example, there is less consistent opportunities for children to independently explore the natural environment.

Children's prior knowledge, skills and understanding are gathered from parents when children start at the setting and the information used to plan effectively from the beginning. Effective systems for observing and assessing children's development are in place. These are regularly monitored for effectiveness. This ensures that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. Parent partnership sheets provides further opportunities for parents to enhance children's learning at home. For example, they help children look for shapes in their environment or different colour leaves on the trees. Several parent consultations throughout the year, ensures they are kept well informed of children's ongoing progress. Parents are encouraged to share current learning and interests from home at this time.

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

All children form positive, trusting and emotional relationships with their key person. Staff are sensitive to the needs of the children new to the setting. They spend quality time helping them to settle and to develop relationships with key persons and their peers. Children receive a good level of adult interaction from kind and caring staff, who speak warmly to children as they play. There is a welcoming and friendly atmosphere. Parents are cheerfully greeted as they enter the building and there is a clear appreciation for the diverse backgrounds of the children who attend. This supports children's sense of security and well-being. Parents contribute to children's starting points and a good exchange of information at collection time, ensures changing needs are constantly met. The setting operate an open door policy and parents feel comfortable approaching staff. Staff understand how to work with other providers that children may attend. Suitable systems

to share information are in place. Children are prepared well for their move to school. Teachers from local schools visit the setting and children attend events at the neighbouring school, to support a smooth transition.

Children demonstrate good levels of confidence and behave well. Any small conflicts are quickly dispelled, as staff offer sensitive and timely support where necessary. Through gentle reminders, children learn to play co-operatively with their peers. Children are actively and consistently praised by staff for their efforts and achievements. As a result, their confidence and self-esteem is carefully fostered. Children move freely around the room and garden to access a broad range of good quality toys and equipment. Staff support children to develop their growing independence in preparation for school. Children are competent in managing their personal needs relative to their ages. They have independent access to toilets and are prompted, if necessary, to wash their hands. Staff regularly remind children that they wash hands to, 'wash the germs away'. At snack time, children serve themselves and pour their own drinks. Their independence is further supported through opportunities to be the special helper of the day, preparing the foods and washing down tables ready for snack.

Great emphasis is given to promoting a healthy lifestyle. Photographs and visual displays of foods that are good to eat and keep us healthy, are displayed as a reminder when children eat. Children plant and attend to fruit, such as strawberries, which they then eat for snack. Activities, such as this helps children to care for living things and gain a better understanding of where food comes from. A covered area gives children daily opportunities to play in the fresh air, even in poor weather. Children are provided with good physical challenge on both large and small climbing apparatus. They confidently ride their bicycles and scooters and have large spaces to move around as they wish. Staff are deployed well both inside and out, to provide continuous supervision of children which contributes to their overall safety and welfare. Staff provide children with a safe environment in which to learn and also encourage children to think about their own safety, for example, the action to take in the event of an emergency and to be careful when climbing the steps of the slide.

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

Staff are well supported in their roles and work closely together as a cohesive team to provide children with a safe and happy environment in which to thrive. Children are safeguarded by knowledgeable and experienced staff, who implement clear procedures to protect children in their care. Effective policies and procedures support their work and help to ensure that children remain as safe as possible when attending. Staff attend regular child protection training and are all aware of children's individual needs and family backgrounds to ensure they are fully supported. Robust recruitment and induction processes ensure the suitability of all staff. The premises are secure and parents and visitors cannot enter without being let in by staff. Thorough risk assessments and daily checks ensure children play in a safe environment.

All staff show a clear understanding of the learning and development requirements and

are passionate about providing children with an effective and enjoyable early years education. The manager spends quality time within the playroom to informally observe staff's practice and engages in supervision meetings to support staff's professional development. Educational programmes are monitored and, as a result, children benefit from a broad range of experiences, that supports their positive progress towards the early learning goals. Regular in-house training provided by management ensures staff are consistently updated in areas, such as safeguarding and behaviour management and how best to implement these within the setting. These times are also used very well as opportunities for staff to self-reflect on their practice and the needs of the setting as a whole. Input is valued and used as part of the setting's ongoing self-evaluation to improve practice. This means staff feel motivated to ensure all children receive the best possible start in life.

Positive relationships have formed with parents and they are warmly welcomed into the setting. Staff demonstrate a good understanding of the benefits of working closely together to meet children's care and development needs. Important information regarding different aspects of childcare are displayed in the parents waiting area. This provides a good overview of the setting and the services it provides at any one time. Parents speak positively about the staff and the setting. They particularly feel that staff are, helpful and supportive and that children have developed, close bonds with their key person. Partnerships with external agencies are good and this means that children benefit from a coordinated approach to their care and development. This provides a strong contribution to meeting children's individual needs.

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
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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	EY376122
Local authority	Norfolk
Inspection number	821404
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	51
Name of provider	Tom Thumb Daycare Committee
Date of previous inspection	04/02/2009
Telephone number	01553 670819

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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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