

Tykes Pre-school

Broadfield Youth & Community Centre, Broadfield, Crawley, West Sussex, RH11 9BA

Inspection date	15/10/2014
Previous inspection date	03/03/2014

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 provide a range of activities for children to participate in which follow their interests. As a result, children have fun as they play.
- The staff team has made sufficient progress since the last inspection and subsequent monitoring visits. They are dedicated to ongoing development and attend training to develop good practice and improve teaching methods.
- Staff understand their role and responsibility to safeguard children. Policies and procedures are appropriately used in the management of the pre-school.
- The staff team works in partnership with parents, carers and other professionals to share information on children's individual needs. Consequently, children feel safe, happy and secure in the pre-school.

It is not yet good because

- Systems for observation and assessment are not yet fully embedded into everyday practice to ensure children make good progress in their learning and development.
- Some staff do not always make the most of opportunities to extend children's learning by asking questions or fully interacting with children during some play activities.
- Although children play with a suitable range of toys and resources, access to some resources does not allow children to make independent choices in their 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.

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 all areas used by the pre-school.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at children's development records, the planning and safeguarding procedures.
- The inspector completed a joint observation with the supervisor.
- The inspector took account of the views of parents, staff and children spoken to on the day of inspection, as well as parents' written comments and the pre-school's self-evaluation.

Inspector

Janet Thouless

Full report

Information about the setting

Tykes Pre-school registered in 2006. It is one of three pre-schools privately owned by the same provider. It operates from one room of the community centre in Broadfield, Crawley, West Sussex. It is open each weekday from 9am to 2.30pm during term time only. All children have access to an enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 34 children attending in the early years age group. The pre-school is in receipt of 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 children who are learning to speak English as a second language. The pre-school employs six members of staff. Of these, four staff, including the manager hold appropriate early years qualifications at levels 3 and 4.

What the setting needs to do to improve further

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

- ensure staff use the observation, assessment and planning system effectively to enable children to make further progress in their learning and develop.

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

- strengthen ways for staff to challenge children more in their learning by making the most of opportunities to talk to them and ask questions as they play
- develop further children's access to toys and resources to offer children greater choice and to promote their independence.

Inspection judgements

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

Children are making steady progress in their learning and development because the new dedicated staff team are skilled teachers who plan and provide a range of activities and learning experiences for them. Staff now base these activities on the children's interests and development needs. This ensures that children receive educational programmes which meet their individual requirements. Staff observe and assess children's progress and use these observations and assessments to plan for the next steps in children's learning and development. Therefore, staff monitor each child's development and progress through the

Early Years Foundation Stage to ensure they are making steady progress towards the early learning goals. However, this system is in its infancy and not yet fully embedded into everyday practice to support good outcomes for children's learning and development.

Children with special educational needs and/or disabilities are supported well by caring staff who understand and support their individual needs. The staff carry out the progress check for children aged between two and three years in partnership with parents and highlight any additional support children may require within the prime areas of learning. Prompt action is sought from early years professionals to support children to meet their specific needs.

Staff and children chat happily throughout the session. This promotes the children's confidence and self-esteem, which helps them to make progress in their learning. Staff generally question children effectively to extend each child's communication and language skills and help to develop their critical thinking. However, on occasion some staff miss opportunities to further extend children's learning through skilled questioning. For example, children noticed that animal figures became stuck in dough during the inspection but staff did not utilise this opportunity to extend children's learning by asking questions about why this happened.

Staff regularly read books to children and by doing so develop children's listening skills. Children have daily opportunities to use a variety of materials to experiment with marks, developing their imagination and early writing skills. For example, children make marks in sand and salt play, write on note pads and make lists in make-believe role-play areas. These activities support children to develop fine muscle skills and hand-eye coordination.

Staff nurtured children's creativity by engaging them in creating an exciting den area using large branches from a tree, netting, sticks, conkers and cotton materials. This introduces a range of natural objects and textures to expand children's sensory experiences and imaginary play. Children excitedly created a fire circle using sticks, cooking conkers in a pan, and added their creative drawings to this area. Therefore, children make independent choices in their play by creating and thinking critically. All children are welcomed and valued. Staff support children's home language through the use of displays, labels and books. For example, numbers and pictures are displayed in French and daily routines are on display in Polish. This supports non-verbal children to express their needs and feel secure in the pre-school. Therefore, children gain appropriate skills that prepare them for future learning and school.

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

The pre-school has now established a key-person system, which helps children to form secure attachments. Staff are caring and kind; children demonstrate their feelings of security as they happily interact with staff and seek them out for a cuddle when needed. This supports children's emotional well-being. New children settle well because staff invite parents to bring children to visit several times and gradually extend their time so they adjust to their new surroundings. Staff liaise with parents to establish children's individual

care routines. This helps children to feel secure and confidently move between their home and pre-school. Children's behaviour is good. Children are developing their knowledge of daily routines, skills in turn taking and responding to the feelings of others. For example sharing tools at the dough table with their friends or waiting their turn in the use of the climbing frame. Staff are good role models and use consistency and effective facial expression, body language and eye contact to show and teach children about acceptable behaviour. Therefore, children are developing their skills in the expectations of appropriate behaviour.

Risk assessments have been updated to identify and minimise risks to children. Recent changes to the layout of the learning environments mean they are well organised, with staff deployed in each area to support children's play. In addition, an area has been made available for those children who wish to sleep or rest. These areas are accessible and safe for children of all ages and ability. This means children are able to rest and play in a safe environment. There is a suitable range of toys and resources available. However, the staff team do not enable children to access some of the resources independently to offer further choice and promote the children's independence. Children learn to keep themselves safe as they practise the evacuation drill and learn that there are two fire exits, so they must listen carefully to and follow instructions from staff.

The staff offer children healthy choices at snack time. Parents provide children with their own lunch boxes. Staff store the lunch boxes safely and staff check the contents of these to promote healthy eating. Staff involve children in the preparation of snacks so they develop their self-care skills and care for others. They talk about the foods they are eating and learn what foods are healthy. Children confidently wash their hands before snack and lunch and excitedly select cups and bowls of their choosing and discuss the colours available. Therefore, children are developing their personal independence and learning about healthy lifestyles. Children's physical development is supported well as the outdoor area is a regular feature of children's play and learning. Children can pedal bicycles and scooters, catch and kick balls, negotiating space well. Children learn about shape and space as they build with large construction materials and practise their balancing skills on stepping stones.

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

Staff have a suitable understanding of the requirements of the Early Years Foundation Stage. Staff are aware of the safeguarding procedures. Staff have attended child protection training and know what they should do if they have any concerns about a child in their care. Robust procedures are now in place with regards to recruitment, vetting and induction of staff, to check their ongoing suitability to work with children. A range of policies and procedures are implemented which have recently been updated to ensure they comply with statutory requirements. The manager shares these with the staff team and reviews them annually or when required to help them to safeguard children's welfare.

Management has developed their knowledge of the requirements of the Early Years

Foundation Stage and effectively supports staff in meeting children's individual needs. They now regularly observe and monitor staff's practice to identify areas of focus regarding the delivery of the educational programmes. In addition, staff have appropriate opportunities for professional development, through regular team meetings, supervisions and appraisal. Staff have attended recent training, such as developing children's skills in communication and language, to develop good practice and improve teaching methods. The staffing team demonstrates dedication and a passion to continue to make positive improvements. There are clear future action plans in place. For example, management and staff have identified the importance of the learning environments, so aim to develop and extend the garden further to provide children with outdoor play during all weathers.

The staff team have sound relationships with parents and carers. Staff talk to parents and carers at the beginning and end of each session to exchange information about their child's day. There is a notice board available for parents to view, which holds information about the pre-school's registration, policies and procedures, and local events. The pre-school staff gain relevant information about children, as parents complete 'Just About Me' forms and provide permissions regarding care prior to children's attendance. This means that staff can provide for children's individual needs from the start. Parents are able to access the range of policies and procedures, which now underpins the operations of the pre-school. Information is shared with parents and carers, detailing the requirements of the Early Years Foundation Stage so parents are suitably informed. A parent commented that their children are much more confident and are learning to share with others as a result of attending the pre-school. Another commented that they felt staff were very approachable and friendly. Positive relationships are in place with other professionals including the local childcare support officer, portage worker and inclusion team. In addition, the pre-school has established positive relationships with other early years provision and teachers at local schools. Therefore, they are able to offer support to children with additional needs, provide continuity of care between settings, and to older children and parents in preparation for school.

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

Unique reference number	EY343079
Local authority	West Sussex
Inspection number	989889
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	34
Name of provider	Victoria Rodena Bailey
Date of previous inspection	03/03/2014
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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