

# Tiddington Pre-School

Tiddington Community Centre, Main Street, Tiddington, Stratford - Upon- Avon, CV37 7AZ

<b>Inspection date</b>	13/11/2014
Previous inspection date	08/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The quality of teaching is consistently good. Staff use effective teaching methods and accurate assessments to support children to make good progress.
- All staff work hard to create a well-planned, welcoming and stimulating environment. This enables children to become secure and confident in their surroundings, while providing them with a wealth of opportunities to develop new skills.
- Children build strong relationships with staff because there is an effective key-person system and staff are committed to getting to know the children well. As a result, children's individual needs are fully met.
- Staff attend safeguarding training and are clear about their responsibilities and the procedures to follow should they have any concerns. As a result, children's safety and well-being are fully supported.

### It is not yet outstanding because

- The manager has not yet made best use of systems for performance management, such as embedding the use of peer observations, so that staff regularly share and evaluate their good practice to consistently provide high quality learning experiences for every child.
- Information gained from parents when children first start does not always provide staff with the detailed information they require to help them plan for children's future learning at the outset.

## 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 had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the pre-school's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## Inspector

Emma Daly

## Full report

### Information about the setting

Tiddington Pre-School originally opened over 40 years ago and has been operating under its current registration since 1993. It is on the Early Years Register. The pre-school is in a community centre in the Tiddington area of Stratford-upon-Avon and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The pre-school employs three members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday term time only. Sessions are from 9.30am until 12.30pm. Children attend for a variety of sessions. There are currently 13 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.

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

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

- enhance the systems for performance management, for example, through embedding peer observations and sharing staff's good teaching practice, in order to consistently provide high quality learning experiences for children
  
- enhance the depth of information gathered from parents about children's learning and development on entry to the setting, in order to further enrich the planning process from the outset.

## Inspection judgements

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

Staff have a very good knowledge of the Early Years Foundation Stage and a good understanding of how children learn and develop. Staff use observations and assessments to inform planning, and their secure knowledge of children's next steps in their learning ensures every opportunity is used to support children's good progress across all areas of learning. Staff gather information from parents when children first start in order to gain an understanding about children's individual needs and interests. However, this does not always provide them with detailed information about children's skills and abilities. This means staff miss some opportunities to improve the baseline assessments of children's development and use these from the start to better inform future plans. Nevertheless, staff demonstrate a clear understanding of how to support children's learning, so that, over time, they achieve well and make good progress towards the early learning goals.

Staff work hard to transform the environment into a bright, stimulating and well-planned space for children to enjoy and learn through play. They provide children with a wealth of

opportunities to build on their experience and develop new skills. Consequently, children are confident to make choices and enjoy taking the lead in their learning. Staff facilitate children's learning well because they recognise children's interests and use them to channel children's attention and support their next steps in learning. For example, some children pretend to be monsters as they move around the room. Staff quickly see this as an opportunity to develop children's creative and imagination skills and encourage them to use open-ended resources to create their own monsters. Children enjoy this activity and are highly engaged and motivated in their learning. Staff skilfully question children to support and extend learning further. They allow children to use a wide variety of tools and equipment and encourage them to have a go and keep trying. As a result, children are confidently displaying the characteristics of effective learning.

Children are developing their literacy skills as they have many opportunities to look at books, and both the indoor and outdoor environment are rich in print and numbers. Children who will be moving on to school take part in activities that help them to become familiar with letter sounds and all children are encouraged to recognise their names through self-registration. There are many opportunities for children to explore their early writing skills both indoors and outdoors, and staff understand the importance of children developing their muscle skills in order to gain good pencil control. Staff introduce mathematics in many activities and routines, frequently encouraging children to count and recognise shapes and numbers. Staff foster children's communication and language skills well throughout the session. They use good questioning techniques allowing children time to answer; they effectively model language to support children to learn new words and extend children's vocabulary further. Children have many opportunities to use equipment and explore technology. For example, they have independent access to interactive tablets on which they play games to further support their number and literacy skills, while learning how to use the equipment appropriately. Children's physical skills are effectively supported both indoors and outdoors. They skilfully negotiate space as they ride on bikes and scooters and they are developing their balance and coordination skills as they excitedly take part in obstacle courses. Children's personal, social and emotional development are promoted particularly well. They develop a sense of achievement because staff continually praise them for their efforts and achievements. Children are regularly encouraged to work together and help each other complete tasks. As a result, children are acquiring the skills, attitudes and dispositions needed for their next stage in learning.

Staff complete the progress check for children aged between two and three years, evaluating children's development in the three prime areas of learning. Parents are consulted and their views and comments are taken into account. This enables staff to identify any areas of concern or areas in which a child may be excelling, in order to plan for children's individual needs. Parents are able to contribute to their children's learning. Parents spoken to feel very well informed about the progress their children are making. Staff use a variety of ways to keep parents informed. For example, children's next steps in learning are shared, so that parents can support children's learning at home, and regular parents' evenings provide a more formal opportunity to speak with the key person about their child's progress. Parents' contributions are highly valued and staff ask parents to contribute to the planning of children's next steps, share the achievements from home and discuss any concerns they may have. Staff effectively support parents and frequently listen

to feedback about their expectation of the pre-school. From recent feedback, the manager organised a 'letters and sounds' evening to help parents gain more of an understanding of how they can support children's literacy skills at home. As a result, a combined approach to children's learning is encouraged.

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

Staff recognise the importance of prioritising children's well-being. Staff are kind, attentive and share warm interactions with the children. They place a strong focus on the settling-in process to prepare them for the new experiences of pre-school. The key persons for each child have a secure knowledge of their role, and this provides maximum benefit to both the children and their families, as both develop positive relationships with the child's key person quickly. As a result, children are happy, secure and confident within their surroundings. Parents comment that their children are very well supported and their individual needs are securely met. Staff value parents' input as they understand the importance of meeting all children's individual needs, in order to support their emotional well-being. As a result, children thrive in the pre-school and are well prepared for the next stage in their learning.

Staff have a good understanding of good health and nutrition. Children enjoy a selection of healthy snacks, and drinking water and milk are available throughout the session. Staff effectively promote children's independence as they encourage them to pour their own drinks and serve their own cereal. Parents are encouraged to provide a healthy packed lunch to support children's well-being, and staff offer support and guidance regarding healthy options and portion control. Children have many opportunities to grow their own fruit, vegetables and herbs. This enables them to learn where foods come from and the process involved in harvesting and cooking the different foods they have grown. As a result, children are developing an understanding what constitutes a healthy diet. Staff use snack time to develop children's knowledge and understanding of the different foods from around the world. Children regularly taste snacks such as potato latkes and noodles. They learn about different cultures, festivals and celebrations while tasting new foods with supporting conversations from staff. Staff sit with the children at mealtimes and encourage them to talk to their peers and discuss the day's events. This further promotes their personal, social and emotional development. Children are encouraged to wash their hands before eating and after using the toilet, reinforcing the importance of healthy practices. Older children show increasing independence as they go to the toilet by themselves. This effectively prepares them for when they move on to school. Children have daily access to fresh air and exercise and staff talk about the importance of this. As a result, children are beginning to understand the importance of healthy lifestyles. When children go outside to play, they are encouraged to put their own coats on. Staff support when needed but encourage children to have a go themselves in order to promote their independence further.

Children display a positive sense of self-esteem and have a strong sense of belonging within the pre-school because staff are committed to getting to know the children well. All children are valued and respected and the environment is warm, stimulating and friendly. There is a wide variety of resources stored at children's level to promote children's

independence and encourage their engagement in activities. Staff have introduced a wishing tree for children to display their choices of what they want out the following day. This enables staff to value all children's ideas giving them a real sense of belonging. Children's good behaviour is exceptionally well supported. Staff encourage children to resolve their own conflicts from a young age. They skilfully question children to encourage them to think about their actions and what they can do to make it better. Consequently, children are learning to negotiate and solve problems effectively. Staff continually reinforce the need to share and take turns and ask children how they can do this to keep everyone happy. They regularly talk about emotions and how children are feeling through circle time, emotional dolls and daily discussions. As a result, there is a very strong focus on providing a positive atmosphere of mutual respect and trust where staff frequently praise children's efforts and achievements. Children move around the setting with ease. They are consistently reminded how to keep themselves safe, whilst being able to take supervised risks as they play. Consequently, children are confident and secure with the motivation to learn. Staff have developed good links with the local schools and ensure that children are emotionally well prepared for their move on to school when the time comes. For example, they use the role-play area and books to discuss children's excitement and any insecurities they may have. They take children to visit their new schools and create books, so children can become familiar with their new surroundings. Staff invite the teachers in to observe the children in pre-school. This gives the teacher an idea of children's progress and learning styles prior to them starting school. This effectively supports children's well-being as they adjust to periods of change.

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

Safeguarding arrangements are strong. All staff have a good understanding of their role in protecting children from harm and are fully aware of what they should do if they have any concerns around children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Staff complete daily risk assessments to ensure children are cared for in a safe environment. All documentation is in place to meet requirements and assure children's safety and well-being.

The manager is extremely passionate about the pre-school. She monitors the quality of the education programmes and works very well with her deputy and staff to provide well-planned experiences for all children, in order to help them make good progress. Staff have a shared vision for the future and are working hard to continually raise standards. The manager is also a key person and works directly with the children, alongside her team. Therefore, she is able to offer daily support by modelling best practice and share her expertise to develop staff's practice further. The manager has introduced more formal supervisions to support staff's professional development and identify any training needs. However, she has not yet made the best use of systems for performance management; for example, the use of peer observations is not fully embedded in practice. This means staff do not regularly share and evaluate their practice to consistently reflect on and provide excellent quality learning experiences in order to enable every child to excel in their learning.

The manager and her team use self-evaluation to continually enhance and develop the pre-school. Staff accurately identify priorities for improvement and are continually making changes and improvements. The manager ensures that parents and children are actively involved in self-evaluation through completing questionnaires, feedback forms and ongoing discussions. Partnership working is a particular strength of the pre-school because the manager understands the importance of collaborative working, to ensure all children are fully supported to reach their full potential. The manager invites all parents to be actively involved in enhancing their children's learning, through their own knowledge and experiences. For example, some parents come in to the pre-school to talk to children about their jobs, such as police officer, first response person and fire fighters, and others come in and actively take part in activities, such as reading stories, cooking and dancing. As a result, children's learning is strengthened as they learn first-hand about the world around them. The manager has strong links with the local schools and regularly takes children on visits to aid their transition. Staff share information with other providers, including childminders, to ensure children who attend more than one setting are effectively supported. There are effective strategies in place to liaise with other professionals to fully meet the needs of all children. The manager and her staff team have high aspirations for the pre-school and are continually looking at ways to develop. As a result, children are offered a quality learning experience that enables them to make very good progress and prepares them for future learning.

## 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>	200821
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	875027
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	13
<b>Name of provider</b>	Tiddington Pre-School Committee
<b>Date of previous inspection</b>	08/11/2010
<b>Telephone number</b>	01789 268390

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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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