

Overdale Tots Pre-School

High View, BEDFORD, MK41 8EP

Inspection date	01/12/2014
Previous inspection date	22/10/2008

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

- Teaching is good because staff listen to children and make full use of the well-resourced environment, for children of all ages, and plan challenging activities. As a result, all children make good progress.
- Children thrive in their health and physical development because the staff plan and provide challenging outdoor play and facilities, where children explore a range of natural materials.
- Children benefit from the close bonds and caring relationships that clearly exist between themselves, staff and other children. This helps them to feel settled and secure.
- The staff work very closely with other agencies and parents, providing excellent support that enables every child to learn and develop well.

It is not yet outstanding because

- Children are, on occasion, not provided with sufficient time to make decisions and be independent because staff are sometimes over eager to support them as they play.
- Staff do not always consistently update children's files and demonstrate how they link information gained to the planning, in order to fully support children's progress by sharing that information with all other staff.

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 playroom and the outside area.
- The inspector looked at a selection of policies, procedures and information provided by the provision, including the safeguarding procedures.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector reviewed a selection of children's observation and assessment development files with key persons.
- The inspector checked evidence of suitability and qualifications of staff working with children.

Inspector

Lynne Talbot

Full report

Information about the setting

Overdale Tots Pre-School was registered in 2007 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It operates from a purpose built unit in the Putnoe area of Bedford. Children have access to one large playroom and a secure outdoor play area. The provision is one of two settings managed and owned by a private individual. It is accessible to all children. The provision employs nine members of childcare staff. All staff hold appropriate early years qualifications, including one member of staff with a qualification at level 5 and another with a qualification at level 6. The provision opens Monday to Friday during school term time, from 8am to 6pm, including lunch. Children attend for a variety of sessions. The provision also offers a holiday club each Monday to Friday in school holidays from, 8am to 6pm. There are currently 64 children attending, all are in the early years age group. The provision provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- consolidate children's independence by allowing them even more time to organise themselves, think through solutions and use their emergent skills and knowledge
- strengthen the monitoring of planning to ensure that all staff update the planning for children accurately, in accordance with the existing procedures, in order that all staff are informed of the next steps in learning for children.

Inspection judgements

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

Children are happy and motivated in the provision and, consequently, make good progress in their learning and development, given their starting points. Staff offer resources and experiences that support children to learn, and generally provide opportunities for them to practise their emergent skills and knowledge. This ensures that they are well prepared for the move to school. For example, children enthusiastically play board games, count together and enjoy baking, during which they weigh and measure ingredients. Children skilfully use the computer to draw and design pictures. They operate electronic games and avidly discuss the rules and objectives of the games. This helps to advance their understanding of information technology. The good teaching by staff means that they are vigilant when observing children and anticipate their interest. For example, they introduce singing and dancing sessions using taped action rhymes, to encourage children's listening

skills as well as physical development. Later, children are helped to use chime bars to begin to explore initial sounds, letters and rhythm, as they beat the chime bars to sound their own names. This enhances their early literacy skills.

Children practise new vocabulary and many show advanced skills in their communication and language development. For example, children explain to each other how they helped to tidy the toys away carefully, in order to get a sticker for helping. Children develop extensive role play together, such as creating superhero games, playing at the doll's house and sitting together to share story books. Staff show that they understand the importance of allowing children to make friendships and guide their own learning. They observe and facilitate the play, thereby, helping children to make relationships and extend their imaginative play. They frequently offer gentle support and supply children with new materials to extend their motivation as they play. However, on occasion, some staff are too eager to facilitate children's play by assisting them with tasks, or giving insufficient time for children to think about what they wish to say before answering for them. Examples of this are when staff provide the solution for stabilising wood during woodwork activities, suggest ways of transferring materials in the mud kitchen area, and answer their own question regarding numbers in the shop area. Consequently, children are not always given maximum opportunity to think critically or solve problems.

Observation and ongoing assessment, and the tracking of children's progress, are focused and build from an initial assessment that parents also contribute to. Each child has a learning file. Face-to-face contact with parents plays a key part in the communication about children's learning and development. Parents evenings, and effective planning, help to optimise progress for children at the provision and in their home. A progress check is completed between the ages of two and three years and is shared with parents. This is monitored closely by the manager. As a result, progression for all children, given their starting points, is good. Children with English as an additional language receive well-planned support to ensure that they make good progress. Key words and resources, signing and visual clues, and the involvement of parents helps staff to introduce activities and plan support for each child. Individual education plans are thorough and closely observed by staff. Additional methods, such as now and next choosing boards and visual timetables, help to fully involve all children within the daily routine. Hence, all children, including those with special educational needs and/or disabilities or those who speak English as an additional language, make good progress given their starting points and individual needs.

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

The key persons are attentive and form very good relationships with children. Settling-in sessions are offered and during that time all aspects of children's well-being are discussed and recorded. Parents work with the key persons to gather children's starting points. Parent boards, which display detailed planning and information on the Early Years Foundation Stage, support the work between the parents and staff. Regular consultations, play sessions, and informative events for parents support the development of partnerships. As a result, children form close bonds and attachments, which support their emotional development and feeling of being safe and secure.

Staff are enthusiastic, model good social behaviour for children, and offer them frequent praise throughout the day. Children understand that they are all respected as individuals. They are asked their views and are given time to make choices. Provision is made, such as visual picture boards, to facilitate all children with the opportunity to make free choices between activities. A clear positive behaviour policy, shared with parents, demonstrates the views of the provision. Staff celebrate children's achievements and support their understanding of positive behaviour by recording events and positive actions on the 'well done' board. This, alongside the detailed individual plans for children and the close monitoring of all children's behaviour, supports children in developing an awareness of the effect of their behaviour on others. Children enjoy social meals and snack times, where they sit together and help themselves to healthy snacks or enjoy their nutritious lunches provided by their parents. Children follow good self-care routines, with some children taking full responsibility for washing their hands and caring for their belongings. As a result of all these steps, children are able to complete their own self-care routines and are emotionally prepared for the move to school or a new setting.

Children develop good physical skills. Comprehensive risk assessments, inside the premises and in the outdoor area, mean that children are safe. The vigilant supervision by staff means that children may explore freely with risks minimised. In the outdoor area children enjoy a challenging range of activities. For example, they develop inventive games in the mud kitchen, use wood working tools, play with musical instruments, and participate in planned activities in the log cabin. Children discuss safety issues, for example, how to remain safe when using tools, such as hammers and retractable tape measures, and are reminded to be aware of their own safety. As a result, children are naturally becoming aware of safety. Children's moves to other settings are very well planned. Staff are instrumental in settling children at new schools because they facilitate visits from teachers, and work with those schools to prepare children by offering clear and precise information. They provide samples of school uniforms and gain information from those settings to ascertain the skills that the children are preferred to have when beginning school. As a result of these steps, all children are well prepared for future moves.

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

The manager has high expectations for the quality of care that is offered to children and families. Regular reviews of all paperwork and procedures take place to ensure that all requirements of the Early Years Foundation Stage are met. Arrangements to safeguard children within the provision are robust. All staff complete safeguarding training and review their knowledge at staff meetings and regular supervision sessions. Safeguarding is included as part of induction for new staff. There are clearly mapped procedures for monitoring any safeguarding concerns within the provision. Staff demonstrate an understanding of their role and responsibility, with regard to referral to the appropriate authorities when necessary. As part of the safeguarding procedures, there are thorough recruitment and suitability checks in place. These are then followed by a detailed induction and probationary period of 11 months. As a result, the provision ensures that children are

fully protected.

Continuous professional development for staff is assured because regular monitoring of practice takes place. Staff have appraisals each year, which are informed by the ongoing supervision that takes place. The manager works alongside staff and models good practice. She offers continuous feedback to staff, which provides very clear guidance to embed their understanding of good practice. Clear reflective practice includes input from all members of the staff, parents and carers, and children. For example, questionnaires seek the views of parents, to identify areas of strength and seek ideas for further development. Staff meetings, training plans and an evaluation of activities all help to build knowledge of practice and highlight areas to develop. Since the last inspection, the manager and staff have successfully implemented all the recommendations. This demonstrates their commitment to continually improve their already good practice. Written reflective documents are held, including action plans showing how new objectives are to be met, to drive improvement. As a result of these clear procedures, the information helps to drive the continuous methods to build on the good levels of achievement. The educational programmes are monitored to ensure a broad range of experiences are provided, so that all children make good progress towards the early learning goals. For example, the manager monitors the achievements of different groups of children to identify any delay and to plan support for children where needed. However, although there are clearly defined planning documents that build from assessment, some staff do not consistently and accurately complete these. This means that information is not shared with all staff to fully maximise support for all children.

There are currently no children attending other settings. However, when required, the staff provide detailed summary assessments to such settings to facilitate consistency in learning for children. The staff work particularly closely with other professionals involved with children to identify and fully support individual needs. Parents are fully involved in the individual learning plans for children and help to review them with key persons. Children are secure and confident, and clearly enjoy their play and learning. Consequently, they embark on their learning career ready to seek out new experiences and enjoy learning.

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	EY362775
Local authority	Bedford Borough
Inspection number	857678
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	64
Name of provider	Teaching Tots Limited
Date of previous inspection	22/10/2008
Telephone number	01234 401 818

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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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