

St Peter's Tiddlers Pre-School

The Church Centre, Church Street, Wellesbourne, Warwick, Warwickshire, CV35 9LS

Inspection date

10/12/2014

Previous inspection date

03/10/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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's positive interactions and the suitable variety of resources and activities provide an appropriate balance of adult-led and child-led experiences, which support children's learning and development effectively.
- Children form strong attachments with staff, which supports their emotional well-being.
- Children are effectively protected from harm because staff have a sound knowledge and understanding of safeguarding procedures.
- Staff are focussed on making ongoing improvements to the pre-school. They are inspired by the encouraging and supportive partnerships they have with the parents, school staff and other childcare professionals.

It is not yet good because

- The required documentation relating to the vetting processes that have been completed is not available and a system to assure staff's ongoing suitability is not fully established.
- Staff's reflections on practice and the training to help them to fully understand their new roles and responsibilities are not thorough enough. This means that the quality of continuous professional development requires improvement in order to have a positive impact on children's learning and development.
- Staff need to focus more precisely on the organisation of the daily experiences offered to children so that they make the most of opportunities that fully promote all of the children's personal and social skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and reviewed the organisation of the pre-school environment.
- The inspector held meetings with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning records, planning documentation, a selection of policies and procedures, staff information, including evidence of suitability checks, and children's information.
- The inspector also considered the opinions of parents spoken to during the inspection.

Inspector

Lucy Showell

Full report

Information about the setting

Tiddlers Pre-School was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from the church hall of St. Peter's Church, Wellesbourne. The premises are situated in a quiet location, close to the centre of the village. There is a courtyard area available for outdoor play and access to church grounds for nature walks. The pre-school serves the local and surrounding areas and has strong links with the village school. The pre-school employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 26 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. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure all of the required information relating to the vetting checks that have been carried out is appropriately recorded and a clear system to assure the staff's ongoing suitability is maintained
- ensure staff are provided with the support, coaching and training needed to help them to increase their understanding of their new roles and responsibilities and to foster a culture of continuous improvement, in order to further improve the outcomes for children.

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

- take account of the different ages and abilities of children in order to best support their emerging social skills and to keep them motivated and engaged during group activities and at snack times.

Inspection judgements

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

Children enjoy their time at pre-school and appear happy and confident as they take part in a variety of activities, which are both adult-initiated and child-led. The staff's interactions and teaching techniques are positive and show their understanding of how to

promote and capture children's curiosities. They help children to develop new interests and try new things. For example, while children play with malleable materials, staff talk with them about the marks they make as they press different objects into the dough. Children are encouraged to extend their learning. This is because staff provide a range of play vehicles and suggest a variety of ways to use these to make additional marks and patterns. Staff also encourage children to explore and develop their own ideas and know when, and when not, to intervene without inhibiting learning. For example, children use a variety of craft resources to make collages and cards to take home. Children use their imaginations well in the role-play area as they dress up in clothes suitable for their Christmas party or make a pretend dinner in the play kitchen. Children sit and listen to favourite stories or take turns to read selected books with their friends on the cushions in the cosy book area. This shows that children benefit from opportunities that have no adult-defined learning objective. Furthermore, these experiences support their skills in preparation for future learning and moving on to school.

Staff understand the learning and development requirements and the need to focus on children's prime and specific areas of learning. Relevant and important information is gathered from parents when children first enter the pre-school. This detail is then used, to good effect as part of the initial assessments and helps identify what the children know and can do. Staff also carry out general observations of children's experiences and use these to inform accurate assessments. This helps to show the levels of progression children make. Furthermore, staff use these assessments to ensure the experiences offered provide appropriate challenge for individual children. Staff recognise that younger children need more guidance and support to engage them in group activities. They are also aware that older and more able children need more structure to motivate and help prepare them for their eventual move to school. This has led to some recent changes in the organisation of activities and the pre-school routines. Staff explain that this has made a significant improvement to the quality of the experiences although it is too early to see the impact on children's learning and development. Consequently, the variable quality of teaching supports most children to make steady but not consistently good progress.

Staff maintain individual children's records, which include observations, photographs and samples of their work, and share these well with parents. These are appreciated by parents who say how much they enjoy looking at them. They explain how they like to use the records as prompts as they talk to their children about what they have done at pre-school. Parents also comment on the valuable information they receive from staff about what activities are planned for the children. Furthermore, they express how they are invited to share their ideas and how pleased they are to be involved in children's learning at the pre-school. Staff also complete and share the written summaries for the progress check completed for children aged between two and three years. As a result, parents are appropriately informed of their child's development and are made aware of any areas where child's progress is less than expected. Staff clearly understand how important these checks are. Furthermore, they know how to use them in order to gain external opinions and seek appropriate support at an early stage, so that no child gets left behind.

Children are settled and form close relationships with all staff. The appropriate key-person system helps to promote the feeling of security within the pre-school. Clear systems are in place to ensure children are safe. For example, staff are vigilant in assessing possible risks in the environment and carrying out relevant daily checks. Furthermore, children show some good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and help by being considerate to others as they take turns and share the resources. This practice supports the pre-school's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards. The pre-school is appropriately resourced and there is a suitable range of toys and equipment to meet all areas of learning. Staff adapt the layout of the pre-school to meet the needs of the children. For example, they recently noted how children particularly enjoy the cars and garage, trains and track or play people and houses and have organised a large carpet space to devote to this type of play.

Children generally display polite and cooperative behaviour. Praise and encouragement are regularly used by staff to promote children's self-esteem and to develop their sense of achievement. The staff are good role models and use consistent strategies and age- and stage-appropriate explanations to help children to understand what is acceptable behaviour. Staff also work well with other professionals and parents with regard to children who have special educational needs and/or disabilities. Key information is shared and consistent strategies are devised so that everyone involved has the same goals to work towards. This is particularly beneficial when dealing with any behaviour issues and staff explain how a common approach is having positive impact on the children. Parents also state how much they appreciate the open and honest relationship that they have with the staff in relation to behaviour management.

Children's care routines are adhered to through the clear and regular exchanges of valuable information between parents and staff. This ensures that changing needs are consistently met. Movements through the pre-school are effective because current information is gathered and shared between staff. Consequently, key persons support the well-being of children because they know the children well. This is continued as children move on to school. This is because a strength of the pre-school is their relationship with the local school that children attend. Important discussions are held about children's emerging abilities and staff ask relevant information about the skills that the school teachers hope will benefit the children. Following these discussions, older children are encouraged to develop confidence in their own personal care and self-reliance. Therefore, they are acquiring some of the skills and attributes needed in preparation for changes, such as moving on to school. However, there is scope to improve the opportunities for all children to develop their social skills, in particular at snack times. This is because there is no structured or relaxed time when the children sit with staff and other children to eat and drink. As a result, the opportunities to help children to learn how to make healthy choices in a calm manner are not exploited. In contrast, there are some good outdoor facilities, which are used well. In the pre-school garden children are able to ride bikes, throw balls and to run and jump. The children also enjoy regular walks in the local environment, which helps them to appreciate nature as well as going to see the diggers and watch a local house being built.

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

Staff have clear understanding of what to look for and how to proceed if they are worried about a child's welfare. In this way, children are safeguarded because staff take the necessary steps to ensure children are protected from harm. Staff have been subject to appropriate vetting checks to assure their suitability to work with children. However, only the individual Disclosure and Barring checks reference numbers are available. The date and details of who obtained the checks are not recorded. Furthermore, there is no system in place to inform staff that they are expected to disclose any information that may affect their suitability to work with children. Therefore, the pre-school needs to make improvements to ensure that staff's ongoing suitability is fully secure.

The pre-school are in the process of making significant changes to the provision. This is because they are undergoing a restructure following the very recent departure of the previous manager. They are working to develop policies and procedures that reflect their practice and to ensure that they are meeting the safeguarding and welfare requirements. Staff explain how they are all working together to build their staff team and to ensure that they are all purposefully involved in this process. They are excited about this new way of working and have already increased their knowledge and understanding with support and guidance from other professionals and local authority advisors. Staff explain how they have improved the processes used to assess children's progress and to monitor the quality of the delivery of the educational programmes. They are also working closely with the local school to ensure that children transfer as smoothly as possible when the time comes.

Staff are using their experience and qualifications to develop their awareness of their new roles and responsibilities. However, they need further support, mentoring and training to increase their abilities and to ensure a full understanding of individual roles and responsibilities. They are also developing ways to reflect and work through the areas of practice that they need to improve to be able to provide good quality provision for all children. Staff are very excited to have the opportunity to be making these changes and feel that they are now able to be enthusiastic about the future of the pre-school. Parents are in full agreement with this and state how much they appreciate the dedication of all of the staff who have stayed at the pre-school. They are also delighted with the improvements that have been made in recent weeks and comment on how much these changes have impacted positively on their children.

The Childcare Register

The requirements for the compulsory 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	EY423296
Local authority	Warwickshire
Inspection number	852398
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	26
Name of provider	Tiddlers Pre-School Ltd
Date of previous inspection	03/10/2011
Telephone number	01789841359

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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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