

Tadpoles Pre-School

Henbury View First School, Hillside Road, Corfe Mullen, Wimborne, Dorset, BH21 3TR



Inspection date

7 May 2015

Previous inspection date

26 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not always adapt adult-led activities effectively to engage younger children, which means they lose interest and do not benefit from the learning opportunities.
- Leaders do not always deploy staff effectively when children are using the inside and outside play areas. This means they are not always able to provide the best learning experiences possible for all children.
- Staff are not always consistent in how they manage children's behaviour, which means that, at times, children receive mixed messages about expectations.
- Staff do not fully maximise opportunities for children to gain and develop independence and self-help skills at snack time.
- Staff do not always extend children's mathematical language and understanding during routines and activities.

It has the following strengths

- Staff are calm and welcoming. They create a homely, caring atmosphere, which helps children feel safe and secure.
- Children follow good hygiene routines and enjoy healthy snacks.
- Staff have good relationships with parents. They share information about their children's progress regularly, which helps parents know how to help at home.
- Children benefit from regular visits to the host school, which help to prepare them for their future move.

What the setting needs to do to improve further

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

- improve the effectiveness of adult-led group activities so that they meet the individual needs, interests and stages of development of all children.

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

- review staff deployment so that they meet the needs of children using the indoor and outdoor play environments more consistently
- ensure staff provide more consistent messages about expectations of behaviour to help children understand what is expected of them
- increase the range of opportunities provided for children to gain and develop independence and self-help skills
- strengthen the use of mathematical language through daily activities and routines to support children's learning further.

Inspection activities

- The inspector observed activities, inside and out, in the morning and afternoon sessions.
- The inspector spoke to members of staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at planning documentation and children's assessment records.
- The inspector looked at evidence of the suitability of staff and a range of other documents, including policies and risk assessments.
- The inspector held discussions with management at convenient times during the inspection.

Inspector

Jacqueline Good

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff make regular assessments of children's progress. They provide a range of appropriate activities to promote children's learning and development across all aspects of learning. The reading area is welcoming and children enjoy sharing stories. Staff encourage children to think creatively when sharing books by asking thought-provoking questions. Staff support children's understanding of mathematical concepts through play. They ask children how many scoops of water it might take to fill a bottle. However, staff do not consistently extend these skills further in other activities, for example, counting plates and cups at snack time. Children enjoy exploring the well-resourced outside learning environment. In the sand pit, children take off their shoes and socks to experience the sensation of sand between their toes. Staff ask questions, such as 'what does it feel like?', which help to extend children's language skills. Staff do not always adapt adult-led activities appropriately to meet the different ages and abilities of children. This means that younger children quickly lose interest, for example, during some craft activities and when learning to recognise the written names of children attending, which older children do well.

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

Staff are caring and sensitive to children's individual needs. Children feel valued and secure, which helps them settle in quickly and grow in confidence. Parents praise the 'wonderful staff' and explain how 'happy and content' their children are. Staff support children to learn to share toys and take turns. However, they do not always correct some unwanted behaviour so children learn consistent expectations. Children undertake some tasks, such as hanging up their coats, as they become increasingly independent, which helps to prepare them for the transition to school. However, staff do not extend these skills by involving children in preparing their snack.

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

Leaders review staff practice regularly and monitor the impact it has on children's progress. They review observations and assessments to ensure that weekly planning addresses any gaps in children's achievement. However, when children are using the indoor space as well as the outside, leaders do not deploy staff effectively to maximise their impact. This means that children do not always engage fully in an activity because staff are not always on hand. Leaders ensure that all staff understand how to safeguard children and recent training has led staff to tighten up their procedures for the use of mobile phones.

Setting details

Unique reference number	EY297130
Local authority	Dorset
Inspection number	833941
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	48
Name of provider	Tadpoles Pre-School Limited
Date of previous inspection	26 May 2011
Telephone number	07740 999749

Tadpoles Pre-School Limited registered in 2005. It has exclusive use of a classroom and outdoor area within Henbury View First School, in Corfe Mullen, Dorset. It is open from 8.45am to 11.45am each weekday, during school term time. Afternoon sessions from 12.35pm to 3.35pm run according to demand, and increase in spring and summer terms. The pre-school is in receipt of funding for early education for two-, three- and four-year-old children. There are seven staff employed; of whom six hold appropriate childcare qualifications.

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