

# Tadpoles Pre-School Playgroup

Sports Pavilion, St Mildreds Road, Ramsgate, Kent, CT12 4DE



## Inspection date

18 June 2015

Previous inspection date

6 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff make good use of observations and assessments to identify children's stages of learning. Overall, they plan interesting activities that engage the children and motivate them to learn. Therefore, children make steady progress in their learning and development.
- Clear self-evaluation systems help to identify areas for development. The manager takes into account the views of parents, staff and children on how to move the setting forward.
- A well-established key-person system helps children to form good relationships with staff. This enables them to meet children's individual care needs well.
- Staff are deployed well and supervise children effectively. This enables them to explore independently as they choose to play indoors or outdoors.
- The manager and staff have established good relationships with other professionals, such as school teachers, to support children's move to school.
- There is a strong focus on professional development. Staff access training and update qualifications. This ensures they have the required knowledge and skills to improve outcomes for all children.

### It is not yet outstanding because:

- Staff do not always provide children with a wide range of opportunities to develop their writing skills during everyday activities.
- Staff do not always incorporate mathematical language into all activities in order to develop children's awareness of mathematical concepts, such as weights and measures.

## What the setting needs to do to improve further

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

- review the environment and develop the availability of resources to enable children to practise their early writing skills in daily play activities
- increase opportunities for children to extend their mathematical knowledge during everyday play.

### Inspection activities

- The inspector sampled children's learning journals and checked evidence of staff suitability checks.
- The inspector observed the staff interacting with the children both indoors and outdoors.
- The inspector spoke to staff and children at different times during the morning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents to gain their views on the services they receive.

### Inspector

Sara Garrity

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children explore the pre-school environment and quickly engage with one of the many focused activities on offer. Children have a good selection of craft materials and tools, which enable them to explore new techniques and create different effects. For example, they use the paper cutters to cut paper in different ways to decorate their pictures. Children learn to appreciate books and develop early reading skills. They are able to look at a variety of picture and storybooks and listen to stories read by staff. This helps them to develop an interest in literacy. Consequently, children make consistently good progress in relation to their starting points as they enjoy playing in the stimulating environment. Parents and carers receive a very friendly and welcoming greeting from staff and are encouraged to become involved in their children's learning journeys.

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

Staff have developed secure settling-in procedures, which helps them to find out about the children's individual care routines. Children form secure relationships with their key person. Therefore, children are confident and ready to learn. They enjoy going outside to exercise and play with friends. Children's behaviour is good as staff put in place clear rules and boundaries. Children learn to take turns and enjoy joining in and playing group games. Staff take the children on regular walks in the local community to learn about the world around them. As a result, children develop a good understanding of how to keep themselves safe. Staff effectively use snack time to support the children to develop their independence as they serve themselves and pour their own drinks.

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

The manager has a clear understanding of her role and ensures that the requirements of the Early Years Foundation Stage are met. She maintains a secure environment through effective daily risk assessments. All staff are confident with child protection procedures and their part in keeping children safe and secure at all times. The manager monitors and supports staff effectively through individual supervision meetings and robust induction programmes. This help to identify staff training needs. The manager closely monitors all children to ensure they make good progress. The manager and staff have developed positive relationships with parents, who comment that they feel extremely supported and well informed about their children's care and learning.

## Setting details

<b>Unique reference number</b>	127671
<b>Local authority</b>	Kent
<b>Inspection number</b>	840694
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Ruth Burton
<b>Date of previous inspection</b>	6 October 2011
<b>Telephone number</b>	01843 822285

Tadpoles Pre-School registered in 1995. It is privately owned and operates from the sports pavilion in Minster, Kent. The pre-school is open Monday to Friday from 9am to 12 noon, for 38 weeks of the year. It also offers an afternoon session on Tuesdays from 1pm to 3.30pm during the spring and summer terms. The pre-school receives funding to provide free early education for two-, three- and four-year-old children. The pre-school employs seven staff, of whom five hold appropriate early years qualifications at level 3 or above. In addition, the deputy holds a degree in early education.

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