

Tadpoles Community Pre-School



Frogmore County Infant School, Green Lane, Frogmore, CAMBERLEY, Surrey, GU17 0NY

Inspection date	29 June 2015
Previous inspection date	14 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children with special educational needs and/or disabilities receive excellent support. All of the staff team provide exceptional support to ensure children's individual learning and care needs are consistently met to a very high standard.
- Staff work extremely well with the other professionals who are also involved in the children's care and learning. They form excellent partnerships with the reception teachers from the host school and other schools children go on to. This provides an extremely solid basis to help children in readiness for their move to school.
- Team work is excellent. Leadership is inspirational and all staff implement the requirements of the Early Years Foundation Stage to an exceptionally high standard.
- Effective supervision, and a targeted programme to encourage and support staff's professional development, has a significant impact on the quality of the practice. For example, staff use the knowledge they learn to effectively promote children's language and communication skills. This enables all children to make excellent progress given their starting points.
- The management team and staff have an excellent understanding of child protection issues. Regular training and monitoring of staff's understanding of how to safeguard children results in children's safety being given excellent priority.
- Children thoroughly enjoy coming to this welcoming and friendly pre-school. They learn through play, which is exciting and provides excellent challenges to nurture children's eagerness to learn.
- Staff have an excellent knowledge of how children learn and the quality of teaching is consistently inspiring. As a result, children thrive and make rapid progress from their starting points.

What the setting needs to do to improve further

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

- extend the already highly successful involvement parents have through sharing a wider range of resources with them to help them enhance their children's learning at home even further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both in the pre-school room and outside.
- The inspector conducted a joint observation with the supervisor.
- The inspector spoke with the supervisor, staff, committee co-chairperson and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and discussed the pre-school's self-evaluation form and improvement plans.
- The inspector held a meeting with the supervisor and special educational needs coordinator of the pre-school and took account of the views of parents spoken to on the day.

Inspector

Hazel Farrant

Inspection findings

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

Staff use their excellent knowledge and expertise to provide a highly stimulating range of activities that support children's learning. Staff use language extremely effectively. Children excitedly look at the caterpillars they are caring for, and staff explain that they are eating their food to enable them to turn into chrysalis. Older children remember a story about a caterpillar and enthusiastically retell the story following the pictures. Staff talk to children about what they are doing, showing a wonderful interest in everything children do. Staff respond to children's current interests and ideas of activities by adding these to the highly effective planning systems that are in place. Children are able to explore and play for good amounts of uninterrupted time, this effectively enables them to fully develop their own ideas. This results in children being extremely focused and highly motivated to learn. Children develop the skills needed for their future learning, and show curiosity and resolve problems well.

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

Children thrive in this wonderful and vibrant pre-school. Children form extremely secure emotional bonds with staff right from the start. Children's well-being, independence and safety is a high priority with all staff. Children learn how to use scissors safely, and peel and prepare vegetables ready to make soup. They learn how to use a wide range of outdoor equipment in the outdoor play area and in the forest. As a result, children are highly skilled in managing their own risks, develop confidence, and have tremendous amounts of fun. Staff act as good role models, and treat children with respect and kindness. As a result, children demonstrate a strong sense of belonging and behave exceptionally well. Successful links with the community, such as the children's centre, enable staff to help children and their families gain any additional support swiftly.

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

Precise and effective self-evaluation results in continuous and significant improvements which benefit the outcomes for children. Robust analysis of assessments of different groups of children enables staff to tailor activities and resources to fully meet all the children needs. The management team closely monitors all aspects of the provision. They realise there are still improvements they can make to further involve parents with their child's learning at home. For example, by providing resources in activity sacks to build on the already excellent partnerships in place. Excellent use of risk assessment, along with highly effective recruitment and on-going suitability of staff, has a significant positive impact on children's safety.

Setting details

Unique reference number	509532
Local authority	Hampshire
Inspection number	826211
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	54
Name of provider	Tadpoles Pre-School Group Committee
Date of previous inspection	14 November 2011
Telephone number	01252 871995

Tadpoles Community Pre-school has been registered since 1997. It operates from a classroom on the site of Frogmore Infant School in Blackwater, Hampshire. The pre-school is open each weekday, term time only. Sessions operate between 8.15am to 3.30pm. The pre-school receives funding for the provision of free early education to children aged two, three and four years. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs seven members of staff, of whom six hold relevant childcare qualifications to at least level 3. The supervisor holds a Foundation Degree.

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