

Tykes Pre-School

Tilgate Community Centre, Shakleton Road, Tilgate Crawley, West Sussex, RH10 5DF



Inspection date

5 October 2015

Previous inspection date

8 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified staff team meets children's learning and development needs well. For example, they provide a caring, safe, stimulating and well-resourced environment and promote children's all-round development and welfare effectively. This helps to ensure that children are ready for their next steps in learning.
- The pre-school is led and managed well. For example, the management team is committed to constantly reviewing their practice, evaluating their service and improving the outcomes for children. Since the last inspection, this has enabled them to effectively target key areas for development to raise the quality of teaching and learning.
- Staff work well with other early years professionals and external agencies to provide continuity for all children's care and learning.
- Staff have good relationships with parents. For example, staff work together with parents in developing children's communication, language and literacy skills by sending books home for parents to read with their children.

It is not yet outstanding because:

- Staff do not always model mathematical language to extend children's understanding of shape and measure even further.
- At times, staff do not always ensure that activities provide further challenge for all children in their learning, in particular older more able children.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their mathematical vocabulary and their understanding of shape, space and measure
- increase children's learning experiences so they benefit from a range of activities that challenge them even further, particularly the more able children.

Inspection activities

- The inspector observed activities in the indoor area.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector looked at children's records, evidence of staff suitability, and a range of other documentation, including safeguarding procedures.
- The inspector spoke with some parents and viewed parental questionnaires and considered their views.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Management and staff have a good understanding of the requirements of the Early Years Foundation Stage. Safeguarding is effective. Staff have a good awareness of the procedures they would follow should they have any concerns about a child. Clear recruitment and vetting procedures help to check the suitability of staff. The manager ensures staff participate in inductions, supervision meetings and appraisals. This helps to continually support their professionalism by keeping their knowledge or early years practice up to date. The manager seeks and respects parents' and children's views, which provides an inclusive pre-school setting. Parents are happy with the care and learning their children receive.

Quality of teaching, learning and assessment is good

Staff use regular observations and assessments effectively to plan the next steps in children's learning. Staff share children's development records with parents to help provide continuity in children's learning between home and pre-school. When planning activities, staff use children's interests to engage them in their learning. For example, children were interested in pizza, so staff created a caf, adding menus and pizza delivery boxes to develop children's communication, language and literacy skills. Staff support independence by showing children how to complete an activity, allowing them to do as much as possible on their own. Staff benefit from ongoing training and have attended a variety of courses, including one about outdoor play. This has given staff ideas on how to support children's learning outdoors and this has a positive impact on all children's learning.

Personal development, behaviour and welfare are good

Children are settled in the pre-school and initial information gathered from parents enables staff to support their settling in. The staff team values each child's individuality. They support them well to build positive relationships and behave appropriately. Children demonstrate good manners and show tolerance and respect to each other. Staff are sensitive and highly responsive to children's needs. For example, they adapt activities depending on children's circumstances, enabling all children to take part. Therefore, all children feel included and valued. Staff set out the environment using a range of good quality resources. They support children who are learning English as an additional language well. For example, they label storage boxes with words and pictures and use picture cards to communicate with all children.

Outcomes for children are good

All children make good progress in their learning. They are motivated and confident and demonstrate an enthusiastic approach to their learning. Therefore, children are prepared well for their move to school.

Setting details

Unique reference number	EY398546
Local authority	West Sussex
Inspection number	994618
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	27
Name of provider	Victoria Rodena Bailey
Date of previous inspection	8 October 2014
Telephone number	07540547382

Tykes Pre-School registered in 2009. It is one of two privately owned pre-schools. It operates from a community centre in Tilgate, Crawley, West Sussex. The pre-school operates weekdays during term time only from 9am to 1pm. Children may attend a morning or afternoon session or stay all day. The pre-school receives funding for the provision of free early education for children aged two, three and four years. A team of five staff are employed. The manager holds Early Years Professional Status and four staff have relevant qualifications at level 3.

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