

Tadpoles Pre-School

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



Inspection date 9 March 2016
Previous inspection date 7 May 2015

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

- Staff have worked hard to overcome weaknesses identified at the time of the last inspection. Their clear focus on driving improvement has been effective in making significant progress, which benefits children.
- Children are happy and settled. They have positive relationships with each other and adults, which helps foster a strong sense of security and emotional well-being.
- The staff have a good understanding of safeguarding issues and their responsibility to provide a safe and secure environment for children.
- Children make good progress. Staff know children well and regularly assess and plan for their individual learning and development.
- Effective links are established with other early years providers, which helps to provide continuity for children's welfare and development.
- Children's early mathematical development is supported well.
- Children benefit from good opportunities to increase their physical skills as they play indoors and outdoors, and take part in activities, such as daily exercise routines.

It is not yet outstanding because:

- At times, the staff do not make the best use of resources during the activities to extend children's learning fully.
- The systems used by the staff to gain information from parents about their children's starting points in their learning are not consistently followed.

What the setting needs to do to improve further

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

- review the organisation of activities to provide greater opportunities for children's extended learning and independence
- strengthen the systems for gaining information from parents and involve them in their children's learning and development, in particular when children first start at the setting.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outdoors.
- The inspector completed a joint observation with the lead staff member on the day of inspection.
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector talked with the provider, staff and some parents.
- The inspector looked at and discussed systems used to evaluate the pre-school.

Inspector

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Inspection findings

Effectiveness of the leadership and management is good

Staff have a positive attitude to the continual development of the provision. For example, they recently re-organised the play space to provide a calmer environment for children to play and explore. Staff are well qualified and clear about their roles and work together well. They update their knowledge and skills to ensure that children receive good care and support. Effective monitoring of children's progress helps staff plan activities to link with children's individual next steps in learning. Staff adapt the play activities to follow children's interests, such as organising outdoor play to follow the interests of boys. Staff meet the parents to discuss children's achievements and share development records so they feel involved. Parents speak about how their children are gaining in confidence. Safeguarding is effective. Detailed recruitment and vetting procedures are followed to check the suitability of staff.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They provide a broad range of fun, stimulating play activities that engage children well. Children are motivated and keen to learn. For example, they helped make dough with enthusiasm, confidently counting each spoonful of flour and mixing the ingredients with care and control. Children used their critical thinking skills to work out they needed to divide the dough into six so that they each had a piece. They had fun using their imagination to create models, telling others, 'I'm making a bird' and, 'I'm making a cat'. Children have good access to books and enjoy listening to stories, which help to develop their early literacy skills. They understand how things work and confidently operate the computer.

Personal development, behaviour and welfare are good

Staff provide a relaxed, fun and welcoming environment where each child is respected and valued. They are skilled and sensitive in helping all children form secure emotional attachments, recognising when children need a little extra reassurance to settle. Children receive consistent messages from the staff to help them learn to manage their behaviour. For instance, the staff's calm, gentle approach reminds children to have 'kind hands' and to use 'their little voices' inside. Children listen and respond well. Staff follow effective practices to promote good health and to protect children's safety.

Outcomes for children are good

Children are confident and show developing independence as they manage their personal care. They develop positive social skills as they learn to share and take turns with their friends. For example, they go and get the timer so they can see when it is their turn to play on a popular bike outside. Children use their imagination well through the pretend play experiences. Staff get actively involved to stimulate discussion and conversation, modelling words to help build on children's language. Children make good progress in their learning and gain the essential skills to help to prepare them for the future, and their move on to school.

Setting details

Unique reference number	EY297130
Local authority	Dorset
Inspection number	1014661
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	28
Name of provider	Tadpoles Pre-School Limited
Date of previous inspection	7 May 2015
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 children aged three and four years. There are six staff employed, all of whom hold appropriate early years qualifications to level 3.

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