

Topsy Turvy Pre-School

Topsy Turvy Pre-School, Main Street, Weston Turville, AYLESBURY,
Buckinghamshire, HP22 5RW



Inspection date

Previous inspection date

16 May 2016

20 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Children enjoy attending the pre-school, where they have fun. Staff provide attractive, stimulating and accessible learning, indoors and outdoors.
- Staff have a good knowledge and understanding of how children learn and develop. All children make good progress in their learning and development.
- Staff develop trusting partnerships with parents and other people involved in the children's lives. Parents speak highly of staff, and they particularly praise the exciting activities they offer.
- The manager and staff have an accurate view of the good service they provide for children and their families. Effective self-evaluation successfully involves the views of children, parents and staff, to improve the quality of the provision further.
- Children behave well and learn good manners. Staff offer praise and encouragement, such as to build on children's confidence and support their emotional well-being.

It is not yet outstanding because:

- Staff do not always engage all parents in their children's learning from the start, or share further ideas to help parents guide their children's learning at home.
- The manager has not yet implemented systems to monitor the progress of different groups of children, to help build further on their already good progress.

What the setting needs to do to improve further

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

- develop further ways to engage all parents in their children's learning from the start, and share further ideas to help parents guide their children's learning at home
- continue to embed monitoring systems to identify precisely any differences in progress made by groups of children and to help inform future planning.

Inspection activities

- The inspector observed activities in the main hall and garden.
- The inspector held discussions with children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, monitoring systems, the self-evaluation form and a selection of other relevant policies, including children's records.

Inspector

Kim Mundy

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection procedures, including how to support children's welfare. They ensure that children are safe and secure across the environments they use. Rigorous recruitment procedures are in place for the staff working directly with the children. The newly appointed manager is very motivated. She supervises staff closely and monitors their ongoing performance, to enhance teaching practices. Staff benefit from training opportunities to develop their professional knowledge and skills. The manager monitors individual children's progress, to identify where they may require extra support to catch up in their learning and development.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the early learning goals and they effectively plan, assess and identify the next steps for children's individual learning. Staff use effective teaching skills. For example, they skilfully question children to extend their thinking, understanding and vocabulary. Children learn to speak confidently and express their thoughts. For example, children enjoy sharing their own experiences and ideas, while in small group sessions. Children develop good imaginations. For example, they engage in role play activities and enjoy acting out storylines. Staff support children who have special educational needs and those who are learning English as an additional language. They work closely with parents and other professionals involved in the children's lives to successfully complement their learning.

Personal development, behaviour and welfare are good

Staff have a caring approach and help children to settle and develop a strong sense of belonging. Children are sociable and they engage in meaningful play with one another. For example, they understand the need to take turns, share, and have a developing understanding of what is right and wrong. Children make good progress in physical development. For example, they effectively use coordination skills to fill containers in the mud kitchen, and climb and balance on apparatus. Children learn about the wider world. For example, they enjoy visiting the park and observe the wildlife around them. They follow good hygiene routines and enjoy a variety of healthy snacks.

Outcomes for children are good

Children develop a good range of skills that prepare them well for the next stages in their education. For example, older children learn to write for a purpose, enjoy stories and use books to find out information. Children begin to recognise their name, letters and the sounds they make. Children have good opportunities to develop their mathematical skills, such as to count, recognise colours, numbers and shapes, and enjoy sorting and matching activities. Children develop good independence skills for school.

Setting details

Unique reference number	EY455673
Local authority	Buckinghamshire
Inspection number	1028684
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	36
Name of registered person	Topsy Turvy Pre-School
Registered person unique reference number	RP532116
Date of previous inspection	20 May 2013
Telephone number	01296612859

Topsy Turvy Pre-school registered in 2012. It is located in Aylesbury, Buckinghamshire. It is open every weekday morning from 9am to midday, and on Monday, Tuesday and Thursday from 9am to 3pm, during school term times. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs eight staff, four of whom hold appropriate qualifications in childcare and education at level 3. One member of staff is working towards a relevant childcare qualification.

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