

Tadpoles Pre-School

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



Inspection date

3 May 2017

Previous inspection date

18 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 are happy and have formed good relationships with staff. Staff praise children constantly for their achievements, which helps to support their emotional well-being and self-esteem.
- Partnerships with parents are effective. Staff keep parents fully informed and involved in their children's progress, which helps to support children's learning at home.
- Safeguarding is a high priority. The manager and staff team have a secure understanding of how to maintain children's safety and welfare at all times.
- Children engage with a variety of interesting resources which is easily accessible to help them make informed choices in their play.
- Staff make effective use of observations and assessments to monitor children's learning and development. They plan a range of activities and experiences that focuses on children's needs and interests. Children make good progress in their learning and development.

It is not yet outstanding because:

- Staff do not all consistently take every opportunity to challenge and extend children's learning to the highest levels.
- Children do not have sufficient opportunities to explore print when playing in all areas of the pre-school to learn that words carry meaning.

What the setting needs to do to improve further

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

- continue to support all staff to improve their skills and knowledge, to ensure that teaching is of the highest standard, to extend further children's learning
- review and improve the opportunities children have to see and explore the written word, to develop further their interest in literacy.

Inspection activities

- The inspector observed activities in the playroom and the outside environment.
- The inspector talked to the manager about the service she provides and discussed her action plan for the future.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including children's records in learning and development, staff qualifications, and safeguarding policies and procedures.

Inspector

Sara Garrity

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to identify signs that a child may be at risk of harm and how to follow procedures to help protect them. The manager supports staff practice. For instance, she follows thorough induction procedures to help support staff taking on new roles, to ensure they are assisted fully. The manager also provides them with opportunities to increase their knowledge and teaching skills, such as attending safeguarding training and short courses. Self-evaluation is ongoing and takes into account the views of the staff, parents and children to continually develop the service they provide. The manager accurately monitors and tracks the progress of all children. Any gaps in learning are quickly identified and appropriate action taken. The manager has forged links with other early years professionals to provide a continuity of care and learning. For example, children have regular opportunities to visit the local school facilities to become familiar with the environment and meet staff.

Quality of teaching, learning and assessment is good

Children have plenty of opportunities to be creative, such as making props to extend their interest in superhero play. They effectively engage in role play to further extend their imaginative play. For instance, they use a large box to take them to the moon for a picnic. Children make good progress in their speech development. They hold conversations and give explanations using complex sentences. For instance they explain about their 'superpowers' and how they become 'invisible'. Children benefit from a wide range of experiences to expand their interest in the world around them. For example, they excitedly look at the frogs and tadpoles in the tank, as they learn about life cycles.

Personal development, behaviour and welfare are good

Children behave well and learn to share and take turns. For example, they make effective use of the large sand timer to know when it is their turn on the bicycles. Children learn about the importance of a healthy diet. For instance, staff provide them with nutritious food at snack times. Children have daily opportunities to exercise, such as playing in the secure outside area or going on walks to explore their local community.

Outcomes for children are good

Children make good progress and learn a wide range of skills to support the next stage in their learning and eventual move to school. For example, they listen and join in activities at circle time, such as talking about the items they have brought in from home. Children learn to respect and value their own and other peoples' differences. They are resourceful and inventive in their play. For instance, they wear colanders as safety hats while driving cars. Children are eager to interact with others and do things for themselves, in particular putting on their coats to go outside to play.

Setting details

Unique reference number	127671
Local authority	Kent
Inspection number	1089375
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 - 4
Total number of places	20
Number of children on roll	21
Name of registered person	Ruth Burton
Registered person unique reference number	RP910620
Date of previous inspection	18 June 2015
Telephone number	01843 823756

Tadpoles Pre-School registered in 1995. It is privately owned and operates from the sports pavilion in Minster, Kent. The pre-school operates on Monday to Friday from 9am to midday, during term time only. It also offers an afternoon session on Wednesdays from 1pm to 3.30pm. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs seven staff, five of whom hold a relevant early years qualification at level 3.

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