

The Tot Stop Early Years Centre

Skerne Road, Drifffield, North Humberside, YO25 6PN



Inspection date

5 July 2017

Previous inspection date

5 February 2014

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

- Staff are skilled in supporting babies, young children and those who speak English as an additional language. They model clear words and actions which helps them to make good progress and develop their understanding and vocabulary.
- Toddlers have excellent opportunities to develop their awareness of safety and manage appropriate risks. They have high levels of independence and show confidence in their own abilities. This has a positive impact on their emotional well-being.
- Staff help older children to develop the key skills they need to start school through a range of fun, enjoyable experiences. Children sing songs which represent sounds and show pride in their early writing skills.
- Staff have worked hard to develop and maintain successful partnership working with parents, schools and other professionals. They share and gather information about children's individual needs to promote inclusion and continuity.
- The owner, manager and staff team are committed to providing good standards of safety, learning and well-being for children. This has a positive impact on their outcomes.

It is not yet outstanding because:

- Staff do not fully promote challenges for all children, particularly those who are more able, during their self-chosen learning.
- Staff do not have consistent opportunities to evaluate the impact of their teaching and knowledge or access to continuous professional development.

What the setting needs to do to improve further

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

- increase the level of challenge during self-chosen play to help all children to make rapid progress, particularly for those children who are more able
- enhance the ways for staff to reflect on and evaluate the impact of their practice, and to access further professional development opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the children and staff throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, information about children's learning and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection, obtained written feedback and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The manager reflects on the overall effectiveness of the setting and staff have worked hard to make improvements which benefit children. For example, since the last inspection, they have displayed a range of children's achievements at the entrance of each room. This has increased parental involvement and developed children's self-esteem. The manager is well-qualified and uses her skills effectively to monitor the progress children make in all aspects of their development. She uses this information to access further support from other professionals, such as translators and health visitors. This helps to close any gaps in children's development. Safeguarding is effective. Staff understand the procedures to follow if they have any concerns about staff's practice or children's welfare. The owner and maintenance staff work hard to risk assess areas used by children and make changes to keep them safe indoors and outdoors.

Quality of teaching, learning and assessment is good

Teaching is consistently strong. Staff use their observations of children's learning to plan activities which interest and excite them, overall. For example, older children thoroughly enjoy the birthday theme in the role-play area and dough table. Staff help them to develop their imagination, express themselves creatively and build on their maths and writing skills as they send invitations and make cakes with candles. Young children begin to show an understanding of the world around them and learn about different occupations. Babies enjoy sensory activities and copy actions and sounds from enthusiastic staff. Staff complete regular assessments of children's progress and use this information to create individual next steps which they share with parents. This helps them to extend children's learning at home.

Personal development, behaviour and welfare are good

Children have a very good understanding of how to keep themselves safe and show they feel secure with their key person, as they explore their surroundings. Staff are very good role models for children. They manage their behaviour positively and praise children for sharing, being kind to each other and taking turns. Staff support children to take an active part in their own self-care. For example, young children make a huge effort to put their own shoes and coats on and older children use the toilet independently. All babies and children have access to fresh drinking water and physical play outdoors. For example, older children use the climbing frame to help develop physical skills and sing on the stage. Babies and toddlers enjoy using the push-along toys, soft balls and smaller frames to help gain control of their bodies. This has a positive impact on their good health.

Outcomes for children are good

Children are excited and motivated to learn. They are working within the stages typically expected for their age and make good progress in relation to their starting points, including those children who speak English as an additional language. Older children are ready to start school and look forward to the next stages in their development.

Setting details

Unique reference number	EY307024
Local authority	East Riding of Yorkshire
Inspection number	1087967
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	60
Number of children on roll	64
Name of registered person	Tot Stop Pre School and Early Years Centre Ltd
Registered person unique reference number	RP525543
Date of previous inspection	5 February 2014
Telephone number	01377 240925

The Tot Stop Early Years Centre registered in 2005. It is situated in a single storey and double storey building in the town of Driffield, East Riding of Yorkshire. The setting currently employs nine members of childcare staff. The manager is qualified to degree level and has early years professional status. The remaining staff are qualified to either level 3 or 4. The setting is open all year round, from Monday to Friday, other than one week between Christmas and New Year. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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