

Totstars Pre School

Unit 41 42, Centrale, Keeley Road, Croydon, CR0 1TF



Inspection date

Previous inspection date

21 September 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 carry out good-quality activities that help children to progress well with their learning. For example, they teach children how to move in different ways, such as when they learn how to use a balance beam. This helps the children's physical development.
- Staff are consistent in their approach to behaviour management. For example, they support children well as they use egg timers to learn the importance of waiting for their turn. Children behave well.
- The key-person system is highly effective. The provider reviews whom the children have bonded with during their settling-in sessions and this becomes their key person. This helps the children to settle in quickly and be ready to start their learning.
- Staff gather the views of the parents and use this information to shape the service they provide. For example, parents recently asked for different activities to carry out at home. Staff reviewed this and provided additional resources for them to use, helping to provide good continuity of learning for the children.

It is not yet outstanding because:

- Tracking of groups of children is in its infancy. The provider has not fully identified all groups of children and areas to work on to narrow possible gaps in their learning.
- Staff, at times, do not identify ways to help to support children's interest in how things work, to broaden their understanding of the world around them.

What the setting needs to do to improve further

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

- strengthen the tracking systems to help narrow the achievement gaps between groups of children
- find ways to help to support children's interest in how things work.

Inspection activities

- The inspector observed children in the main play areas.
- The inspector spoke with the provider, staff and children at appropriate times during the inspection.
- The inspector took into account parents' views.
- The inspector carried out a joint observation with the provider.
- The inspector sampled documents, including children's files and the provider's safeguarding information.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a clear understanding of the procedures to follow if they have any concerns regarding children's welfare. Staff work closely with outside agencies, attend regular meetings and share children's progress, to help keep them safe from harm. Staff work well with other professionals, such as at the local schools. They liaise well with them to help build on children's literacy skills. The provider reflects well to develop the provision and monitors staff practice well to help improve their skills. Recent training has helped staff to assess their communication and literacy programmes with the children. For example, they encourage children as they use resources such as spoon puppets to tell a story, to help them develop their language skills.

Quality of teaching, learning and assessment is good

Staff work closely in partnership with parents. They work together to assess children's starting points. They also share information with parents to help them continue with their children's learning at home. Staff make effective use of all this information to inform their assessments of the children and to help identify their next steps in learning. Staff teach literacy in enjoyable and different ways to encourage all the children to learn. For example, during physical sessions, children learn to find their names and record their scores on the board. Staff effectively use additional funding to help progress children's learning and development. They assess each child and use this information to identify what they need to do to support children. For example, all staff have recently undertaken sign language courses to help them support children who speak English as an additional language and those with speech delays.

Personal development, behaviour and welfare are good

Children are able to choose where they wish to play, which contributes towards developing their independence. Staff support children's physical development with great success. Children learn how to control footballs in an enjoyable way. For example, they count as they pat the ball, to help keep the ball under control while learning a new skill. Children learn how to use resources, such as knives, safely. During snack time, staff teach the children the correct way to cut and prepare fruit. Children have clear bonds with the staff. They arrive eager to start their day and run in to greet them. These good relationships help them to be ready to start their learning as soon as they arrive.

Outcomes for children are good

Children are motivated and make good progress in their learning and development. The most able children develop high levels of skill in mathematics. For example, they count a number line and can identify when they have gone wrong and they start again. Other children develop good physical skills and learn how to problem solve, for example, as they make an obstacle course out of soft-play bricks. They work out the different ways to place the bricks for them to be able to successfully run over them. Children are gaining the necessary skills for future learning and their subsequent moves to school.

Setting details

Unique reference number	EY485831
Local authority	Croydon
Inspection number	1100726
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	30
Number of children on roll	12
Name of registered person	Totstars Ltd
Registered person unique reference number	RP534349
Date of previous inspection	Not applicable
Telephone number	02086846682

Totstars Pre School registered in 2015 operates from the premises of Totstars Academy in Croydon. The pre-school operates Monday to Friday, from 9.15am to 12.15pm, during term time only. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider employs five staff. Of these, three staff have relevant childcare qualifications at level 3 and one has a qualification at level 2.

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