

Tykes Pre-School

Northgate Community Centre, Barnfield Road, Crawley, RH10 8DS



Inspection date	15 January 2018
Previous inspection date	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

- Children make independent choices from a good range of interesting resources and activities. They concentrate well at activities, such as a tray of toys frozen in ice. Children develop good physical skills, for example, when they use hammers and tools to break the ice and find a toy.
- Staff make good use of their observation of children to assess their progress and identify their next steps in learning. Children make good progress from their starting points.
- Children behave well and quickly learn to negotiate and share resources with their friends. For example, children confidently used a sand timer to help them take turns playing with a toy car.
- The senior staff team successfully monitors and identifies any emerging gaps in children's learning. For example, following a review of children's progress, it identified that boys were not consistently involved in early writing activities. Staff changed the resources and now boys engage more in writing during activities they particularly enjoy.

It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities to help new children settle into the setting.
- Sometimes, staff miss opportunities to offer even further challenge to children and fully extend their learning when engaged in planned group activities.

What the setting needs to do to improve further

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

- extend the good support from staff to help younger children settle in even more easily and make highly secure relationships with adults
- make the most of opportunities to consistently challenge and extend children's learning to the highest levels.

Inspection activities

- The inspector observed children's activities indoors and in the outdoor area.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector held a meeting with the manager and spoke to staff.
- The inspector sampled children's learning records and other relevant documentation.

Inspector

Alison Weaver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager carries out thorough recruitment and induction procedures that help ensure all staff are suitable to work with children. She makes sure all staff keep their safeguarding training up to date. The manager regularly checks that they have a good understanding of how to identify and deal with any child protection concerns. She is passionate about her work and actively encourages all staff to increase their knowledge and teaching skills. For example, staff attended training that enhanced their skills in supporting children's communication, particularly those who have English as an additional language. Additional funding is used well to support children's individual needs.

Quality of teaching, learning and assessment is good

Staff form strong partnerships with parents and external agencies. They work effectively together to support children and meet their needs. There is a good exchange of information that contributes well to helping all children achieve. Overall, staff interact successfully with children and build on their speaking skills. For example, they encourage children to talk and share their experiences. Staff reinforce words children say and introduce new ones. They give children confidence to try new skills and initiate play. Staff extend children's early writing skills successfully in a variety of interesting ways. For instance, children thoroughly enjoyed making marks with wheeled toys in paint. Older children drew detailed pictures of their favourite toys and formed recognisable letters on the paper.

Personal development, behaviour and welfare are good

Staff are good role models. They are kind, friendly and approachable. Children form strong attachments to staff, for example, they call them over to join in their play. Children play happily together and form good friendships. They join in with other children's play, such as dressing up and playing with cars. Staff teach children to value and respect differences. For example, children learn about the wide variety of cultures and languages represented in the setting. Staff help children develop a good understanding of the importance of healthy lifestyles. They actively encourage children to engage in different forms of exercise and physical challenge. Staff also provide them with healthy snacks.

Outcomes for children are good

Children are active learners who like to explore and investigate. They develop well in the skills they need to move successfully on to school. Children confidently initiate and hold conversations with adults. They have good manners and strong social skills. Children are independent and manage their personal care needs well. For example, they pour their drinks and clear up after they have finished their snack. They have a good understanding of how to manage risks and stay safe.

Setting details

Unique reference number	EY492744
Local authority	West Sussex
Inspection number	1026096
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	34
Name of registered person	Rachel Ann Bailey
Registered person unique reference number	RP903223
Date of previous inspection	Not applicable
Telephone number	07772655668

Tykes Pre-School registered in 2015. It operates from a community centre in Crawley, West Sussex. The setting opens from 8.30am to 2.30pm on Monday to Friday, during school term times. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. There are seven members of staff. Of these, the manager has a childcare qualification at level 5, three staff have a qualification at level 3 and one has level 2.

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