

<b>Inspection date</b>	28 February 2018
Previous inspection date	24 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 settled in the welcoming environment staff provide, which is organised well. Children are able to follow their interests and lead their own play, inside and outside.
- Partnerships with parents are strong. Staff use a variety of ways to engage and involve parents effectively in the nursery and in their children's learning.
- The manager effectively monitors individual children's progress, and that of different groups of children, to close any emerging gaps in their learning and development successfully. For example, strategies to engage children more in mathematics have been effectively implemented.
- Staff teach mathematics well. For example, they effectively encourage children to consider size and count objects within their play experiences.
- Staff build on children's confidence and sense of belonging well. They constantly praise children for their success and achievements.
- All children make good progress in their learning and development from their starting points.

### It is not yet outstanding because:

- At times, staff do not encourage children to solve problems and think for themselves. ?
- Sometimes, staff miss opportunities to support children's growing independence and self-help skills, and to encourage them to do things themselves more.

## What the setting needs to do to improve further

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

- provide children with more opportunities to think for themselves
- make the most of all opportunities to consistently support children's growing independence and enable them to do things themselves.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning, and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of the leadership and management is good

The manager accurately evaluates the effectiveness of the provision. She includes the views of parents and children to help identify areas for further improvement. For example, staff have effectively enhanced the strategies and information provided for parents to help engage them more fully in their children's learning and development. The manager continually improves the quality of staff practice. For example, she organises relevant training and individual support to help raise standards in teaching. Safeguarding is effective. The management and staff keep their safeguarding knowledge up to date and are fully aware of current legislation. They understand their role in child protection and know the reporting process to follow if they have concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff accurately assess individual children's development and effectively plan for their next steps in learning with parents. They skilfully use a wide range of resources to engage children at all times during the day. For instance, children enjoy a cooking activity and explore a range of different foods in their original forms. Children are encouraged to use real cooking equipment safely and enjoy making connections to their own cooking experiences outside of the nursery. Staff effectively enhance children's communication and language skills. For example, they clearly emphasise key words throughout their interactions to help children's understanding and speaking skills, in particular for those children who speak English as an additional language.

### Personal development, behaviour and welfare are good

Children have a good understanding of routine and are well prepared and enthusiastic about what to expect next throughout the day. They are gaining a growing awareness of healthy lifestyles. For example, staff provide a choice of nutritious snacks and engage children in conversations about healthy food choices. All children are encouraged to be polite and have a good understanding of the importance of sharing and taking turns.

### Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. For example, the environment has positive cultural images and dual-language text. Children enjoy learning about different festivals around the world. Children develop the skills needed for their future learning and move to school. For example, they learn to give meanings to the marks they make, and older children identify and write their own names. Children use their imagination well, confidently share their views and negotiate their play ideas. For example, older children work together in the sand to create a 'cake'. They negotiate together about what to add to their mixture and how they are going to 'cook' their make-believe creation.

## Setting details

<b>Unique reference number</b>	127724
<b>Local authority</b>	Kent
<b>Inspection number</b>	1089378
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Tots R Us Pre-School Committee
<b>Registered person unique reference number</b>	RP522732
<b>Date of previous inspection</b>	24 April 2015
<b>Telephone number</b>	07944 737 134

Tots R Us pre-school registered in 1997. It is a committee-run group and operates from one main room in a mobile building, located in the grounds of Eythorne and Elvington village primary school, near Dover, Kent. The pre-school is open each weekday from 8.45am to 3.30pm, term time only. The pre-school employs six staff. All staff hold appropriate early years qualifications. The pre-school is registered to receive funding to provide free early education for children aged two, three and four years.

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