

# Tykes Pre-school

Broadfield Youth & Community Centre, Broadfield, Crawley, West Sussex, RH11 9BA



## Inspection date

18 May 2018

Previous inspection date

22 September 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, secure and very settled. They are developing strong bonds with staff, who are supportive to their individual needs.
- Children routinely take part in activities within the community centre to help broaden their understanding of people's similarities and differences.
- Staff regularly observe children in their play and keep detailed, accurate written assessments of their development. All children make good progress from their starting points in learning.
- The manager and staff team have a good knowledge and understanding of their practices and use ongoing self-evaluation effectively to prioritise areas for improvement.
- Partnerships with parents are good. Effective arrangements ensure parents are involved in their children's care and learning. Parents confirm they are happy with the pre-school and feel involved in children's learning and development.

### It is not yet outstanding because:

- Staff do not extend opportunities well for children to develop and use their home language.
- Staff do not consistently use the good information gathered from monitoring individual children to monitor the progress of specific groups of children to help close any gaps in learning.

## What the setting needs to do to improve further

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

- enhance opportunities for children to use their home language during their play and learning
- improve the systems used for monitoring the progress made by different groups of children to help close any gaps in learning more rapidly.

### Inspection activities

- The inspector talked to staff about children's activities and the progress children make, and how they keep children safe.
- The inspector and the manager conducted a joint observation and discussed the quality of learning and teaching.
- The inspector looked at a sample of documentation, which included children's progress records, risk assessments and safeguarding policies.
- The inspector took account of parents' views obtained during the inspection.
- The inspector spoke to staff and children throughout the inspection.

### Inspector

Teresa Colburn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of child protection and the procedures to follow if they have concerns about the safety of children in their care. Detailed risk assessments are completed to help make sure children are cared for in a safe environment. The manager follows thorough recruitment and induction procedures to ensure all staff working with children are suitable. Staff benefit from regular support sessions. The manager is committed to helping staff gain further qualifications to enhance their continuous professional development and improve their skills. This helps to ensure that the quality of teaching and learning outcomes for children continues to improve. Staff work effectively in partnership with other professionals to support and help children who have special educational needs (SEN) make good progress. Additional funding is used effectively to support individual children, such as buying specific resources to support language development and to involve parents.

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

Staff know each child well. They have a clear understanding of how children learn and follow their interests to extend their learning. Children enter the pre-school with enthusiasm and are keen to participate in activities. They settle quickly and follow familiar routines, such as finding their photographed name card to record their attendance. Children happily negotiate roles with each other during role play and decide storylines for their imaginary play. They confidently talk about the cost of vegetables in their shop and discuss differences between real vegetables. Children competently use knives during role-play activities and snack time. Staff skilfully extend children's learning and ask thought-provoking questions.

### Personal development, behaviour and welfare are good

Children demonstrate good levels of independence. For example, they are encouraged to do things for themselves, such as serving their own healthy snack and pouring drinks. Staff are good role models and promote positive relationships between children and staff. Children behave well and follow the rules and boundaries of the pre-school. For example, they understand the importance of safety when using the climbing frame and clearing up after making a mess or dropping liquids. Children enjoy lots of outdoor play where, for instance, they draw, ride bicycles, pour water between containers and develop their physical skills.

### Outcomes for children are good

All children, including those who have SEN and those who speak English as an additional language, progress well. Children develop good early writing and mathematical skills, for example, during daily singing sessions and role-play activities. All children gain the necessary skills needed to help prepare them for their future learning at school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY343079  |
| <b>Local authority</b>                           | West Sussex   |
| <b>Inspection number</b>                         | 1129677   |
| <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>                    | 24  |
| <b>Number of children on roll</b>                | 32  |
| <b>Name of registered person</b>                 | Victoria Rodena Bailey  |
| <b>Registered person unique reference number</b> | RP907944  |
| <b>Date of previous inspection</b>               | 22 September 2015   |
| <b>Telephone number</b>                          | 07540547382   |

Tykes Pre-school is privately owned and registered in 2006. It operates from Broadfield Community Centre, Crawley, West Sussex. It is open Monday to Friday from 8.30am until 2.30pm, school term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are four members of staff, three of whom hold appropriate early years qualifications, including one staff member who has a level 5 qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

