

Tykes Pre-School

Tilgate Community Centre, Shakleton Road, Tilgate Crawley, West Sussex, RH10 5DF



Inspection date

12 June 2018

Previous inspection date

5 October 2015

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 experienced and enthusiastic. Their calm and positive approach helps to create a nurturing atmosphere where children feel happy, settled and relaxed. Children form close bonds with staff and very much enjoy their time at the pre-school.
- The manager regularly evaluates the effectiveness of the pre-school. She looks for any differences in the learning of groups of children and makes positive changes, such as focusing on the literacy skills of boys.
- There are effective partnerships with professionals to help meet the needs of the children. The manager and staff work closely with local speech therapists to share expertise and support children with language delay. All children, including those who have special educational needs, make good progress from their starting points.
- Partnerships with parents are strong. The manager and staff encourage regular communication and involve parents in all aspects of their children's learning. They value parents' contributions and regularly discuss children's interests and next steps.

It is not yet outstanding because:

- The manager does not monitor staff performance rigorously to help set precise areas for further improvement for all staff and achieve outstanding practice.
- Occasionally, staff miss opportunities during their interactions with children to fully extend their thinking skills.

What the setting needs to do to improve further

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

- monitor staff practice more closely and set precise targets for their professional development to help raise the good quality of their practice further
- make full use of interactions with children to extend their thinking skills further.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The dedicated manager has high expectations for the children. She works closely with staff to evaluate the effectiveness of the pre-school and make improvements. They have recently focused on creating a new outdoor area for children to explore natural resources and wildlife. Overall, the manager supports her staff well to continue to develop their knowledge and skills. Staff benefit from good training opportunities, guidance and support and complete further childcare qualifications. After recent training, they have developed their understanding of children's behaviour and how to help children manage their own feelings. Safeguarding is effective. The manager and staff attend safeguarding training and have a good understanding of how to deal with any child protection concern.

Quality of teaching, learning and assessment is good

Staff observe children regularly and assess their development closely. They focus on different children each week and plan successfully to support their current interests and next steps in learning. For example, children enjoy exploring a well-resourced home corner, enthusiastically using fresh vegetables in their role play. Staff join in with children's play well and support their mathematical skills successfully. For instance, they challenge children to weigh potatoes and work out how many carrots there will be if they snap them all in half. Staff support children's communication skills effectively and show a genuine interest in children's lives. They encourage plenty of conversation, listen carefully to what children say and give children enjoyable opportunities to sing familiar songs.

Personal development, behaviour and welfare are good

Staff are sensitive towards children's needs and support their emotional well-being successfully. They regularly talk to children about good behaviour and remind them of their expectations. Children are very physically active and enjoy continuous access to stimulating outdoor play and exercise. They show good balance, coordination and physical development as they confidently use climbing equipment and bicycles. Children are kind and considerate of others and happily include each other in their play, making sure everyone has a turn. For example, they work together to build sandcastles and celebrate when they stand up on their own. Children are independent and enjoy responsibilities such as cleaning the table before snack and serving their own food.

Outcomes for children are good

Children are confident, motivated and eager learners. They quickly develop the skills they need for the next stage in their learning and for school. Children have a strong understanding of shapes and discuss how two triangles put together can make a square. They express themselves confidently and enjoy sharing their ideas during group activities. Children are very imaginative and creative and pay good attention to detail as they paint, draw and explore dough. They are willing to try new things and have a go.

Setting details

Unique reference number	EY398546
Local authority	West Sussex
Inspection number	1130526
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	26
Name of registered person	Victoria Rodena Bailey
Registered person unique reference number	RP907944
Date of previous inspection	5 October 2015
Telephone number	07967660788

Tykes Pre-School registered in 2009. It is one of two privately owned pre-schools. It is open between 9am and 2.30pm each weekday, during term time. 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, two of whom hold relevant qualifications between level 3 and early years professional status.

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