

# TJ's Pre-school

The Scout Hut, Cotwall End Road, Lower Gornal, Dudley, West Midlands, DY3 3EJ



## Inspection date

3 July 2018

Previous inspection date

16 September 2014

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

- Self-evaluation is good. The providers use suggestions that they gather from parents and children to help promote continuous improvement. For example, they have recently developed the range of resources using children's ideas.
- The providers work closely with teachers from the local school. They evaluate with them how to best prepare children for school. The providers have used feedback from teachers to strengthen their promotion of children's literacy and mathematical development.
- Teaching is strong. The providers precisely focus on supporting children to develop the skills they need for school through the stimulating activities they provide.
- The providers set up a stimulating learning environment each day. They promote children's learning outside well, such as feeding the wildlife who live in the adjacent woodland. Children then enjoy watching the different animals eat the food.
- Children have strong bonds with the providers. Parents are positive about the care and learning provided.

### It is not yet outstanding because:

- The providers do not involve parents as effectively as possible in assessing children's starting points because they do not encourage them to share all that their children know and can do when they start.
- Key persons do not regularly share information with the providers of other settings children attend to fully promote continuity in their learning.

## What the setting needs to do to improve further

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

- encourage parents further to share more detailed information about their children's skills when they start
- strengthen the partnerships with the providers of other settings children attend, to more regularly share information to further support the continuity in children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact on children's learning.
- The inspector spoke with the two staff who are also the providers who run the pre-school and the children during the inspection.
- The inspector evaluated an activity with the providers.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and took account of their views.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The providers keep their knowledge and skills up to date. They continuously review each other's teaching. They identify ways to develop it further, such as enriching the role-play area for children to extend their knowledge of a veterinary surgery. Safeguarding is effective. The providers have a high level of awareness of safeguarding procedures, including how to report concerns about a child's welfare. Safer recruitment procedures are robust. The providers minimise risks to children as well as teaching them how to play safely, such as in the outdoor area.

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

Assessment and planning is effective. Activities are well matched to children's learning needs and this supports them to achieve their next steps quickly. For example, the providers helped children to use and understand positional language and move in different ways. They led parachute games outside. Children used language, such as 'up', 'down' and 'under' to describe the position of different objects used with the parachute. The providers encouraged children to shake the parachute at different speeds and run under it when it was in the air to help them develop a range of physical movements. Each day the providers spend time with the children individually. This helps them to build on their skills, such as recognising two-dimensional shapes.

### Personal development, behaviour and welfare are good

The providers are good role models to children. They demonstrate to them how to use good manners. The providers help children to respect the views of others, such as through voting for which story to listen to. This helps children to understand about democracy. The providers use positive strategies to promote children's good behaviour. They are very skilled at preparing children emotionally for their move to school. For example, they provide uniform for children to become familiar with. After children have visited school, staff talk them about their day and reinforce children's positive attitudes about their future move to school. The providers give children good messages about the importance of a healthy diet, exercise and hygiene routines. They lead physical activities, such as yoga to help promote children's good health.

### Outcomes for children are good

All children make typically good progress. They have high levels of engagement and motivation and can make links in their learning. Children have good listening skills and enjoy hearing stories played on the music player. They can recognise letters and their sounds and write their own name as they develop good literacy skills. Children are imaginative and act out experiences from outside of the pre-school, such as caring for dolls pretending they are babies. They have a good knowledge of how to grow things, such as potatoes.

## Setting details

<b>Unique reference number</b>	253910
<b>Local authority</b>	Dudley
<b>Inspection number</b>	1103335
<b>Type of provision</b>	Sessional 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>	3 - 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Mrs Jacqueline Worth & Mrs Tracy Brady Partnership
<b>Registered person unique reference number</b>	RP908055
<b>Date of previous inspection</b>	16 September 2014
<b>Telephone number</b>	07982752721

TJ's Pre-school registered in 1994. It is open from Monday to Friday, from 8.30am until 11.30am, during term times only. The pre-school receives funding to provide free early education for three- and four-year-old children. There are two members of staff. Of these, both hold appropriate early years qualifications at level 3 or above.

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