

Tweedway Pre-school

Tweedway Hall Annexe, Tweed Way, Rise Park, Essex RM1 4AZ



Inspection date	16 October 2018
Previous inspection date	13 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The pre-school is extremely welcoming and inclusive. Staff are very approachable and friendly. Children have warm relationships with them.
- Staff work well as a team and know the strengths of the pre-school. The manager effectively reviews practice and ways in which the pre-school can improve children's outcomes. The manager has worked hard and has a clear vision for continuous improvement.
- Partnerships with parents are strong. Staff establish a two-way flow of information about children's care and learning. This helps to promote good continuity between the pre-school and home.
- Children's behaviour and social skills develop well. Staff provide them with consistent expectations and model good social interaction.
- All staff are vigilant and understand the importance of keeping children safe. They know the procedure to follow should they have any concerns about a child's well-being.
- Children enjoy playing outside and have good opportunities to learn about the importance of leading healthy lifestyles.

It is not yet outstanding because:

- On occasion, staff do not focus sharply enough on identifying the next stage of children's individual development.
- The management team has not fully developed a way to track groups of children closely enough to ensure gaps in learning are identified as promptly as possible.

What the setting needs to do to improve further

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

- build on staff's skills to help them reflect more sharply on next steps in children's learning, to offer more precise challenges in their development
- monitor the progress of different groups of children more precisely to plan educational programmes as effectively as possible.

Inspection activities

- The inspector observed children as they played and took part in daily routines.
- The inspector spoke with children, staff and the managers at appropriate times during the inspection.
- The inspector looked at children's profiles, planning documentation, evidence of the suitability of staff working in the provision and a wide range of other documents, including policies and procedures.
- The inspector took account of the views of the parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with a manager.

Inspector
Claire Nunn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff understand the procedures to protect children from harm and have clear guidelines to follow in the event of a concern about a child's welfare. Clear recruitment processes are in place to check the suitability of staff. The manager is experienced and committed to improving the provision. For example, the garden area has been developed to include a well-resourced mud-kitchen area. Partnerships with parents are excellent. Parents feel valued and are provided with a range of ways to contribute to their children's learning.

Quality of teaching, learning and assessment is good

Staff are skilled, well qualified and confident in their teaching. Staff gather information from parents when their children first start at the pre-school. This helps staff to plan suitable activities for the children from the outset. Children's early literacy skills develop well. They learn the sounds initial letters represent and practise the shapes needed in writing. Children enjoy making choices about what they would like to play with from the well-resourced playrooms. The pre-school works well to extend children learning at home. For example, children enjoy finding items at home that begin with a specific letter. Staff support children's communication and language well. For example, children eagerly sing rhymes they know well. Children learn about the world around them. For example, children take part in activities to mark different cultural festivals.

Personal development, behaviour and welfare are good

Children are happy and emotionally secure at the pre-school. Staff have very positive relationships with parents, which help to support children's emotional well-being. Staff are very supportive, helping all children to settle quickly and enjoy learning. For example, staff encourage children to bring a special item from home when they first start. Staff praise and celebrate children's achievements and help boost their confidence and self-esteem. Children have plenty of opportunities for fresh air and are physically active. For example, they ride wheeled toys and enjoy making ramps with planks of wood and tyres. Children have a good awareness of healthy lifestyles, such as knowing the positive effect that healthy food has on the body. Children value their friendships. They actively seek out others to share their excitement and enthusiasm. The manager and staff regularly carry out safety risk assessments to check the suitability of the environment and equipment. This helps to ensure that potential hazards to children are minimised.

Outcomes for children are good

Children make good progress from their starting points. They gain valuable skills that prepare them well for their next stages in learning and eventual move to school. For example, children learn to identify their names by finding their name card when they arrive at the pre-school. Children are able to concentrate on different tasks and play cooperatively together, sharing the resources. They can confidently identify and compare letter sounds, and use mathematical language as they count out money in the role-play flower shop.

Setting details

Unique reference number	160208
Local authority	Havering
Inspection number	10060875
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	20
Number of children on roll	17
Name of registered person	Tweedway Pre-School Limited
Registered person unique reference number	RP523920
Date of previous inspection	13 July 2015
Telephone number	01708 765235 / 07722094229

Tweedway Pre-school registered in 2001 and operates in the Rise Park area of the London Borough of Havering. The pre-school employs three members of childcare staff, who all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.10am until 12.10pm on Mondays, Tuesdays and Thursdays, from and 9.10am until 2.45pm on Wednesdays and Fridays. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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