

Overdale Tots Pre-School

High View, BEDFORD MK41 8EP



Inspection date	5 November 2018
Previous inspection date	1 December 2014

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

- Staff build effective partnerships with parents and carers. They regularly share information about children's progress and what they need to do next in learning. Parents share information with staff about their child's achievements at home. This provides children with consistency in their care and learning, which contributes to the good progress they make.
- Leaders are dedicated to providing children with high standards in care and learning experiences to help them to achieve their best. They review staff practice and offer effective training and coaching to help staff develop their knowledge and skills to promote children's good progress.
- Children establish strong bonds with staff. They demonstrate that they feel safe and secure. Children are confident to seek reassurance should they feel upset.
- Staff regularly talk to children about the benefits of eating healthy food and taking regular exercise for their growing bodies. Children recognise and talk about the changes in their bodies after energetic activities.

It is not yet outstanding because:

- The provider understands that significant events must be notified to Ofsted. However, on one occasion, she overlooked this requirement, but took appropriate action to assure the continued safety of the premises for children and staff.
- On occasion, group times for two-year-old children are not organised as effectively as possible, and children sometimes become distracted and lose concentration.
- At times, staff miss opportunities to interact with the quieter children, to engage them in conversation and extend their ideas and imaginations further.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
gain more knowledge and understanding of changes that must be notified to Ofsted.	19/11/2018

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

- review the organisation of group times to reflect more precisely the needs of the younger children, to develop their learning experiences even further
- give the quieter children more consistent and effective support, to encourage them to share their ideas and engage them in more conversations, to help them make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Gail Warnes

Inspection findings

Effectiveness of leadership and management is good

The manager is experienced and well qualified. She provides parents and staff with a good range of policies and procedures, which underpins good practice to promote children's health, safety and welfare. The arrangements for safeguarding are effective. The manager and staff receive regular training about their responsibilities to safeguard children. They confidently fulfil their role to protect children from harm. They know what to do should they have a concern about a child's welfare. The manager follows robust recruitment procedures, which help to assure the suitability of adults working with children. Staff benefit from clear induction processes and regular supervision meetings with the manager. This helps staff to identify their strengths in practice and areas to develop. The manager analyses the progress children make individually and for the different groups of children. This helps her to review the effectiveness of the provision, and to identify and address any gaps in children's learning and development. For instance, staff have introduced focused work to support younger children's communication and language development. This has made a positive impact on the progress children make.

Quality of teaching, learning and assessment is good

Staff work closely with parents to establish children's starting points promptly. They observe children as they play and plan targeted activities to help children make good progress in their learning. Children identify colours and count cotton reels, which they thread carefully onto lengths of cord. Younger children name animals, such as a tiger and a bear. Staff help children learn to count the magnetic letters they play with. Children recognise some of the letters in their name and the sounds they represent. Staff follow children's lead in play. They ask questions to help children develop their understanding. For instance, when children ask for the programmable toy, staff ask children which route they intend the toy to take. Children use positional language and count how many spaces to the final destination on the mat.

Personal development, behaviour and welfare are good

Staff are good role models for children. They are interested in what children have to say, and create an atmosphere of mutual trust and respect. Children are helpful to each other, share resources well and build friendships. Staff provide children with a range of healthy snacks, such as fruit and vegetables. They provide guidance to parents to help to promote healthy food choices in children's lunch boxes. Children develop good independence and are keen to do things for themselves. They put on their coats when they play outside and pour water to drink at snack times and lunchtimes.

Outcomes for children are good

All children make good progress, given their starting points and capabilities. They gain good skills to support the next stage in their learning and the eventual move to school. Children are active learners who eagerly explore the environment. Children have good opportunities to develop their literacy skills. They listen to stories and sing songs with staff. Children enjoy a range of opportunities to support their early writing skills. They paint pictures and create shopping lists when they imaginatively role play with staff.

Setting details

Unique reference number	EY362775
Local authority	Bedford
Inspection number	10069078
Type of provision	Full 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 - 4
Total number of places	40
Number of children on roll	49
Name of registered person	Teaching Tots Limited
Registered person unique reference number	RP527294
Date of previous inspection	1 December 2014
Telephone number	01234 401 818

Overdale Tots Pre-School registered in 2007 and is privately owned. The provider employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including the manager who holds an early years qualification at level 6. The pre-school opens from Monday to Friday during school term time. Sessions are from 8am until 6pm. The provider also offers a holiday club that opens from Monday to Friday during the school holidays, from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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