

Topsy Turvy Pre-School

Topsy Turvy Pre-School, Main Street, Weston Turville, AYLESBURY,
Buckinghamshire HP22 5RW



Inspection date	8 January 2019
Previous inspection date	16 May 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The policies and procedures relating to checking the pre-school's fire safety equipment are not followed. Basic risk assessments have not been carried out. This compromises children's safety.
- Monitoring of the pre-school is ineffective. The management committee has not identified significant weaknesses in the pre-school that have led to a sharp decline in the quality of the setting.
- Staff do not identify children's starting points in learning. As a result, they are unable to monitor the progress that children make in their development.
- Observations and assessments are inaccurate and do not provide staff with information that helps them to provide children with challenging activities to support their progress.
- Some staff do not recognise triggers for children's challenging behaviour. This means that, at times, children act in ways that are not safe for themselves and others.
- The organisation of the pre-school room and resources does not consistently contribute towards promoting all children's learning, development and good behaviour.
- There are limited opportunities for children to develop their large physical skills at the pre-school.

It has the following strengths

- The very newly appointed manager is proactive in identifying weaknesses that need addressing. There are comprehensive action plans in place to begin to tackle the areas of underperformance.
- Staff establish close relationships with parents and information about children's learning is shared with parents on a regular basis.

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
ensure that fire-detection equipment is in place and fully working	04/02/2019
implement risk assessments to identify aspects of the environment that need to be checked on a regular basis, taking immediate action when necessary to reduce any risk	04/02/2019
ensure that observations and assessments are accurate, and support staff in understanding children's levels of achievement and their interests, to plan challenging activities for learning.	04/02/2019

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

- implement robust ways of evaluating and monitoring the pre-school to improve the quality of the provision
- improve the tracking of children's progress, identifying clear starting points in their learning
- enhance children's physical development through more planned and meaningful activities to strengthen and increase their physical skills
- ensure that staff apply a consistent approach to managing children's behaviour
- arrange the resources and physical environment to better meet the needs of all children.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and a director. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children throughout the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of leadership and management is inadequate

The pre-school has not sustained good-quality care and education for children because of ineffective evaluation and monitoring. Arrangements for safeguarding are not effective. Although there are extensive policies and procedures guiding the provider to check safety aspects of the environment, these have not been followed. At the time of the inspection, fire detection equipment, specifically smoke alarms, had run out of batteries or were missing. Although the new manager carries out fire evacuation practice with children, there is no way of her being alerted to the outbreak of fire. Staff are aware of the signs and symptoms that might suggest a child is at risk of harm. Staff know about how to refer any concerns about children's welfare to the Local Safeguarding Children Board. The manager is putting into place new ways of ensuring that staff continually update their safeguarding knowledge. The new manager is highly qualified and is introducing supportive supervision sessions for staff. There are plans in place to enhance staff's knowledge and skills through training.

Quality of teaching, learning and assessment is inadequate

When children first enter the pre-school, staff do not find out about their current levels of development. Staff track their progress over time, but this is inconsistent and inaccurate, and they are unable to demonstrate if children are making typical progress. Observations and assessments do not provide staff with the information that they need to know to successfully support children's learning. Consequently, they are unable to plan challenging activities that support children's next steps in learning. However, staff interact well with children. They encourage children's communication and language by repeating what they have said back to them and expanding on this in a sentence. Staff use props, such as play mobile telephones to talk to children and promote their use of language. There are few activities that encourage children to use and extend on their large physical skills. Failure of staff to prevent some children showing unsafe behaviour hinders the learning and enjoyment of children at the pre-school.

Personal development, behaviour and welfare are inadequate

The organisation of the pre-school room does not suit all children's individual needs. Some children spend time running around the pre-school room and going in and out of the doors into the foyer. The room layout, with wide spaces and low-level activities, does not help staff to discourage this. Some children do not acknowledge activities that are on the floor and walk over them. Some staff are not fully alert to triggers that spark children's challenging behaviour. This means much of their time is spent intervening in disagreements that, at times, lead to children biting, grabbing and scratching at others. This has a negative impact on children's enjoyment of their time at the pre-school. Despite the weaknesses, the key-person approach is effective, and staff care about children. They offer them support when they separate from their parents and children settle quickly. There are opportunities available for children to have fresh air and exercise throughout the session.

Outcomes for children are inadequate

Children do not make the progress that they are capable of. Some children display

challenging behaviour and do not learn about ways to control their feelings. Other children copy these behaviours and this unsettles the group. Some older children are not ready for starting school. They are slow to develop basic physical self-care skills that they need for the future. However, children are increasing in independence. They have opportunities to develop their literacy skills. Children move their whole bodies when practising their drawing and writing. They lay on the floor with pencils and paper, moving their whole arm as they draw circular patterns with a sense of purpose.

Setting details

Unique reference number	EY455673
Local authority	Buckinghamshire
Inspection number	10075312
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 - 4
Total number of places	30
Number of children on roll	32
Name of registered person	Topsy Turvy Pre-School
Registered person unique reference number	RP532116
Date of previous inspection	16 May 2016
Telephone number	01296612859

Topsy Turvy Pre-school registered in 2012 and is located in Aylesbury, Buckinghamshire. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including the manager who is qualified to degree level. The pre-school opens on Monday, Tuesday and Thursday from 9am until 3pm, and on Wednesday and Friday from 9am to midday, during term time only. It provides funded early education for two-, three- and four-year-old children.

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