

# Topsy Turvy Preschool

95 Harwood Avenue, Hornchurch RM11 2NY



<b>Inspection date</b>	7 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

### This provision is good

- The strong management team is highly effective and self-evaluation is accurate. Managers continually reflect on practice and include the views of parents and staff to identify areas for improvement.
- Excellent interactions between staff and children help extend communication and language skills well. Staff skilfully build on children's understanding and give meaningful explanations to enhance their learning successfully. For example, during a water-play activity, staff explain how water is running through the cogs to enable them to turn.
- Staff are positive and encouraging. They display the behaviour they expect and support parents to replicate the setting's behaviour strategies at home. This contributes to a continuity of care between home and pre-school. Children are quick to say 'please' and 'thank you'. They share resources well without reminders and mirror the kindness of staff with one another.
- Children make good progress towards their early learning goals. Additional afternoon sessions provide opportunities for older children to play challenging games and learn to wait patiently for their turn. These help them to develop key skills for their next stage of learning.
- Children do not consistently have opportunities to recognise the language they use at home in the pre-school environment and the resources available.
- Managers are developing strategies to support children to explore, investigate and extend their mathematical understanding. Staff are enhancing their skills further, to help to bring about improvements to children's knowledge.

## What the setting needs to do to improve further

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

- broaden the use of home languages to make the curriculum more accessible for children learning English
- build on plans to find engaging ways for children to explore, investigate and further extend their mathematical knowledge.

### Inspection activities

- The inspector observed activities and play indoors and outdoors, and looked at a range of resources available.
- The inspector spoke with children, parents, staff and management at appropriate intervals throughout the inspection.
- The inspector and one of the managers carried out a joint observation of a focused activity.
- The inspector sampled a range of documentation, including policies, training certificates, planning, staff profiles and children's learning records.

#### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of the policies and procedures to follow to escalate potential concerns about a child's welfare. Managers develop strong partnerships with external agencies. For example, they work closely with early years professionals and implement strategies to improve the quality of the provision. Managers ensure that supervision and professional development have a positive impact on overall practice. Staff share skills and knowledge from training around special educational needs and/or disabilities, to help enhance the environment and learning experiences for all children. Regular monitoring of children's progress helps to identify gaps in development. Staff swiftly make relevant referrals and secure interventions for children who require additional support. This contributes to all children making positive progress.

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

Staff support children to develop their physical skills well. For instance, they make effective use of music-and-movement sessions to encourage children to stretch, dance and join in with action songs. Staff provide many activities, such as picking up small resources with tweezers and manipulating pegs, to help children develop their small movements well. Staff encourage children to consider 'bigger and smaller', as they look at insects through magnifying glasses and binoculars. Children are enthusiastic to explore and learn about the world around them. Staff use information they gather during observations and assessments to help plan accurate next steps. They share information about children's development and progress with parents at termly meetings. This helps support children's learning even further at home.

### Personal development, behaviour and welfare are good

Staff create a welcoming environment for children that engages them effectively. A successful key-person system helps children build positive relationships and settle quickly. Staff make the most of every opportunity to help children understand why it is important to be healthy. This is evident when staff and children talk about their favourite fruits, how milk makes their bones strong and why they wash their hands before eating. Children learn to manage their personal needs well. For example, they pour their own drinks and put on their coats independently. A range of resources and experiences supports children to develop a positive understanding of the cultures and beliefs of those outside their immediate family.

### Outcomes for children are good

Young children make swirly marks on paper, as they follow a drawn snail trail. This helps build on their early writing skills successfully. Older children recognise their name and develop an understanding of letters of the alphabet. This contributes to enhancing their early reading skills. Overall, children make typical progress for their stage of development and are well prepared for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY542938
<b>Local authority</b>	Havering
<b>Inspection number</b>	10091565
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Topsy Turvy Pre School Partnership
<b>Registered person unique reference number</b>	RP542937
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07752143871

Topsy Turvy Preschool registered in 1996, and then re-registered in 2017. It is situated in Hornchurch, in the London Borough of Havering. The setting is open each weekday from 9.15am to 3pm during term time only. The pre-school receives funding to provide free early education to children age two, three and four years. The setting employs 12 members of staff, including lunchtime cover. Most staff hold appropriate qualifications in early years at level 2 or 3.

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