

Tots Pre School

Mobile Classroom c/o Bewbush First School, Dorsten Square, Bewbush,
Crawley, West Sussex RH11 8XW



Inspection date	22 May 2019
Previous inspection date	8 May 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The managers have not ensured that all staff have the required reference checks in place, to fully verify their suitability to work with children.
- The managers and staff do not monitor the progress groups of children make in their learning, such as boys, girls or funded children. They do not check for any gaps in the learning of vulnerable groups to help put further support in place and ensure all children make good progress.
- The managers do not carry out regular and thorough supervision for staff to help target precisely where improvements in practice can be made and raise standards further.
- Some staff do not make good use of their questioning to extend children's learning and encourage them to think of their own ideas.

It has the following strengths

- The managers and staff are caring. They create a positive and welcoming environment where children feel happy, settled and valued. Children build trusting bonds with staff and make positive early friendships, developing their secure social skills.
- Staff provide an engaging and varied environment where children enthusiastically play and explore, both inside and outdoors. Children are curious about the world around them and show a keen interest in nature and wildlife.
- Staff work well with parents to help engage them in their children's learning. Parents regularly access children's development files and are given ideas to support further learning at home. Parents appreciate the individual support they receive.

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 all staff have the required reference checks in place to help verify their suitability to work with children.	17/06/2019

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

- monitor the progress of specific groups of children to help identify any gaps in development and offer the support needed to ensure good progress for all children
- make effective use of staff supervisions to monitor practice and identify areas for further improvement
- enhance staff skills in questioning to consistently extend children's learning and encourage them to think of their own ideas.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of leadership and management requires improvement

The managers have completed Disclosure and Barring Service checks for all staff. However, they have not checked that all staff have suitable references in place. Therefore, they are unable to fully verify the suitability of some staff. This though does not have a significant detrimental impact on children's well-being. Staff have a secure, up-to-date understanding of child protection issues and know how to report any concerns about a child's welfare. Safeguarding is effective. The managers reflect on their service and have made some positive improvements. For example, they have developed the outdoor area, adding challenging new climbing equipment and a wildlife and nature area. However, they have not made effective use of staff supervisions in the past year. Staff practice has not been monitored or developed well enough and there has been a decline in standards since the last inspection. Staff do attend some training and have enhanced their support for children's early literacy. For example, they have created a well-organised and cosy book area.

Quality of teaching, learning and assessment requires improvement

Staff observe and assess the development of individual children closely. They plan well to engage and motivate children, using their interests. For example, children enjoy planting flowers in the garden, talking about what they need to grow and flourish. However, the managers and staff do not take account of the groups of children in the setting. They do not monitor overall progress to identify and close any gaps in learning. Staff support children's imaginary play well and encourage children's mathematical skills as they play. For example, as children act out the roles of shopkeeper and customer, they eagerly count objects, discuss prices and give out change. However, some staff do not ask questions well to encourage children's thinking. For instance, at times they rush children, give them the answers too quickly and miss opportunities to build on children's ideas.

Personal development, behaviour and welfare require improvement

The weakness in vetting staff has a potential negative impact on children's safety and welfare. Despite this, staff are positive role models and children behave well. They are considerate of others and play harmoniously together. Children are very active and enjoy the exciting outdoor area with enthusiasm. They eagerly take part in spontaneous races across the garden and show strong physical development as they run, skip and hop as fast as they can. Children confidently discuss healthy food as they eat and play, and they know that eating vegetables makes them 'big and strong'.

Outcomes for children require improvement

Weaknesses in the support for specific groups of children and in staff questioning skills mean that not all gaps in learning are identified and some children do not reach their full potential. Despite this, children communicate well, express themselves and develop the skills that prepare them for school. Children are very creative, give meaning to the marks they make and keenly investigate textures, colours and wildlife. They show an interest in exploring bugs in the garden and enjoy listening to stories and discussing the pictures.

Setting details

Unique reference number	113796
Local authority	West Sussex
Inspection number	10104168
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	42
Number of children on roll	64
Name of registered person	Tots Pre-School Committee
Registered person unique reference number	RP910879
Date of previous inspection	8 May 2013
Telephone number	07811914153 or 01293 611799

Tots Pre School registered in 1990 and operates from a purpose-built unit in the grounds of Bewbush Primary School, Crawley. It is open each weekday from 8.45am to 3.10pm during term time. There are 17 members of staff, 14 of whom hold an early years qualification between level 2 and level 3. The setting provides funded early education for children aged two, three and four years.

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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