

# Tadpoles Pre-School

Marks Tey Village Hall, Old London Road, Marks Tey, COLCHESTER CO6 1EJ



<b>Inspection date</b>	15 May 2019
Previous inspection date	28 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Children build good relationships with each other. They are kind and keen to help when they see their friends struggling to complete a task or answer a question.
- Staff work well together and communicate frequently between themselves to help supervise children effectively.
- All children make good progress. Staff gather information about what children know and can do when they start, which helps them to plan for children's next steps in learning.
- There is good support for children with special educational needs. Regular and timely discussions between parents, staff and professionals, such as speech therapists, help to plan relevant activities to close gaps in children's learning and development.
- Children enjoy being able to choose whether to play outside or inside. They confidently go with staff on a walk around the playing fields looking for bugs and collecting stones, sticks and leaves which they bring back to the pre-school.
- Staff take time to build and maintain good relationships with parents. Regular opportunities for information sharing help to keep parents informed about what their children are learning and what they can do to support their children further at home.
- Children behave well. They know what staff expect of them and freely share and take turns with the resources.
- Staff miss opportunities to fully develop some activities to further encourage children to extend their learning through play.

## What the setting needs to do to improve further

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

- create greater levels of interest and excitement to challenge children further in their play.

### Inspection activities

- The inspector spoke to parents to gather their views and read online comments left on social media.
- The inspector observed staff and children playing and interacting together.
- The inspector completed a joint observation with the manager.
- The inspector sampled children's assessments and discussed with staff how they help children to make good progress in relation to their starting points.
- The inspector spoke to children and staff.
- The inspector sampled a range of relevant records.

### Inspector

Sue Mann

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff are clear on the procedures to follow if they have any concerns about children in their care. They update their safeguarding knowledge regularly, which helps them to quickly identify children at risk of harm. The manager seeks the views of the parents, staff and children to help decide on areas of practice to improve, such as new resources or activities. She sends out questionnaires and takes time to speak to parents at the end of sessions. There are regular discussions about key children, activities and staff's personal development. The manager encourages staff to further their childcare qualifications, which helps to improve the quality of teaching. Frequent staff meetings provide an ideal time for all staff to discuss their key children and plan new activities to help support children's learning.

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

Staff know their key children well. They are aware of children's likes and dislikes, and use this information to plan a good range of activities and experiences. Staff observe children playing and use this information to assess their progress over time. Any gaps in children's learning are swiftly identified and relevant support is put in place to address these. Staff gently prompt children as they play. For example, staff encourage children to talk about what they see while they explore a tray full of plastic bugs and chopped, cooked spaghetti using magnifying glasses. Staff make good use of opportunities during the session to help children develop a love of books. For example, they sit down with children to read their favourite stories or look at factual books full of dinosaur pictures. Children skilfully use paint to create their own pictures. They use the bright, vibrant colours to paint faces, before adding realistic facial features.

### Personal development, behaviour and welfare are good

Children arrive happy to see staff and their friends. They quickly settle and independently find something to play with. Children play alongside each other, observing their actions to try to copy what they see. For example, when older children are seen looking at objects through magnifying glasses, younger children are tempted to pick up the glasses and peer through them. Staff respond to children's inquisitive nature and talk about what they can see. Children are patient and happy to wait for their turn to wash their hands ready for snack or for staff to call their name out at circle time. Well-planned lunch and snack time routines provide time for children and staff to sit down together to eat. This helps to develop children's social skills.

### Outcomes for children are good

Children learn a good range of skills which help to prepare them for school. They follow instructions promptly and know what is expected of them. For example, when asked to come and sit down for circle time, they quickly find a space on the carpet and sit down. Children recognise their name written down and competently collect their coats, hats and bags when it is time to go home.

## Setting details

<b>Unique reference number</b>	402107
<b>Local authority</b>	Essex
<b>Inspection number</b>	10062912
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Tadpoles Pre-School Learning Alliance Committee
<b>Registered person unique reference number</b>	RP523784
<b>Date of previous inspection</b>	28 September 2015
<b>Telephone number</b>	07712335363

Tadpoles Pre-School registered in 1993. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm, with an optional lunch club until 1pm. The pre-school closes at 1pm on Wednesdays and Fridays. It receives funding to provide free early education for children aged two, three and four years.

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