

Topsy Turvy Pre-School

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



Inspection date	6 June 2019
Previous inspection date	8 January 2019

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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

- Although improvements have been made since the last inspection, there are still some areas of practice that require improvement. The quality of teaching is variable and some staff do not assess children's progress accurately enough. Children do not gain all the skills they need for their future learning, including when they start school.
- Overall, children's behaviour has mostly improved since the last inspection. However, staff sometimes do not recognise when children need help and support to manage their feelings and behaviour, such as during disagreements with other children.
- Until very recently, staff had not provided detailed information to parents about their children's development for several months. However, they have just started to provide parent meetings. Staff currently do not involve parents effectively in establishing children's starting points on entry. However, staff welcome parents positively, for example by allowing them to spend time settling their children.
- At times, some routines interrupt children's play and learning.

It has the following strengths

- The leaders and manager continue to identify and plan for improvements. For example, they have made changes to the learning environments and plan interesting activities.
- Children with special educational needs and/or disabilities (SEND) are supported well. The pre-school special educational needs coordinator effectively identifies and supports children who need further help to progress in their learning.
- Staff enable children to develop their creativity well. For example, children freely decorate a card for Father's Day or for someone else special to them.

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
build on the monitoring of staff's practice, including the accuracy of their assessments of children's learning, to further identify and improve the quality of teaching to a consistently good level and raise outcomes for children	19/07/2019
ensure staff provide effective support to children to help them learn how to manage their feelings and behaviour	19/07/2019
establish consistent and effective two-way communication with parents, to share information about children's learning, development and progress and to help establish children's starting points on entry.	19/07/2019

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

- review the routines to enable children to sustain their learning and play without interruptions that are not purposeful.

Inspection activities

- The inspector observed the pre-school routines, children's play and activities and staff's interactions with children.
- The inspector spoke to parents available on the day of the inspection and took account of their views.
- The inspector spoke to children, staff and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documents, including a sample of children's records, evidence of staff suitability and some policies and procedures.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management requires improvement

The leaders and manager reflect on the provision. They identify and plan for many future improvements and are committed to raising the quality of the provision. Although the manager does support staff, including through supervision meetings and training, there are some gaps in staff's skills and knowledge and practice is not fully embedded. For example, some staff are not fully confident in completing assessments of children's progress. Safeguarding is effective. Staff are aware of keeping children safe, for example through completing risk assessments and checking the fire detection equipment is in working order. They demonstrate a suitable understanding of safeguarding matters, including those relating to extreme ideas and beliefs. Staff know how to recognise and respond to concerns about children or other adults' behaviours. Staff have not provided regular information to parents about their child's progress or involved them fully in establishing children's starting points on entry. This does not promote parents' engagement in their children's learning well enough. However, parents speak positively about the changes made since the last inspection and are supportive of staff.

Quality of teaching, learning and assessment requires improvement

Overall, staff know their key children well and form caring relationships with them. They observe children's play and have implemented regular assessments, including tracking the progress of individual and groups of children. However, some staff do not consistently complete accurate assessments to help identify and address gaps in children's learning effectively. At times, staff's teaching does not challenge children's learning sufficiently, including during large group activities, where children sometimes become distracted and do not listen well. However, at times, some staff provide good teaching. For example, during snack time, a staff member engaged children in counting and she encouraged them to use their knowledge of numbers to identify 'more' or 'less'. Children compared sizes, such as the different lengths of breadsticks.

Personal development, behaviour and welfare require improvement

Staff have undertaken training in behaviour management. They have introduced a 'feelings board' to help children begin to understand their emotions. However, some staff do not recognise when children need support in managing their behaviour. For example, children, including older ones, argued with each other and were mostly left to manage disagreements by themselves. Some routines are not purposeful and interrupt children's play and learning. Children develop appropriate independence, such as visiting the toilet by themselves. They understand about good hygiene and proudly tell staff they have washed their hands properly to get rid of the germs.

Outcomes for children require improvement

Children do not make the progress they are capable of. However, despite the weaknesses in teaching that impact on children's progress, children engage well in the activities that interest them. Older and younger children confidently enter the pre-school and settle well. Children with SEND benefit from individual time and attention, which helps support their developing language skills. Children confidently use physical play equipment, such as moving across the different sized and shaped stepping stones.

Setting details

Unique reference number	EY455673
Local authority	Buckinghamshire
Inspection number	10092095
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	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	8 January 2019
Telephone number	01296612859

Topsy Turvy Pre-school registered in 2012 and is located in Aylesbury, Buckinghamshire. The provider employs seven members of staff. Of these, four hold appropriate early years qualifications at level 3 or above, including the manager who is qualified to degree level. The pre-school is open on Monday, Tuesday and Thursday from 9am to 3pm, and on Wednesday and Friday from 9am to midday, during term time only.

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