

Inspection of Topsy Turvy Pre-School

Main Street, Weston Turville, Aylesbury, Buckinghamshire HP22 5RW

Inspection date:

10 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The curriculum lacks ambition, especially for the older and most-able children. Children initially find resources and activities appealing. However, over the course of the day these fail to maintain children's interest effectively. This leads to children engaging in mundane and sometimes disruptive play. For example, children tip resources from boxes and when the contents do not grab their attention they walk away. The room becomes more noisy and untidy throughout the day.

Staff support some aspects of children's learning well. For example, staff have improved opportunities for children to look at books and hear stories. Staff regularly read to children. Children show they are gaining a love of books. They snuggle in with staff and listen well. Children show they like staff and feel safe. Children with special educational needs and/or disabilities (SEND) are well supported. Staff personalise their curriculum and focus well on their individual needs. For example, they provide extra support to help some children join in with other children and to understand about acceptable behaviour.

Although the weaknesses in the curriculum lead to times when children do not focus well, children are polite and considerate. They welcome visitors and cooperate with routines. For example, they line up to go outside and demonstrate good manners at mealtimes.

What does the early years setting do well and what does it need to do better?

- There has been investment in new resources since the last inspection. For example, there are now more resources to support the teaching of mathematics. However, staff do not use these well enough to provide a learning environment that consistently inspires children and adds value to their knowledge and understanding. For example, older children quickly lose interest in the boxes of cars and building blocks because staff do not effectively help them extend their play.
- Staff have improved their support for children's communication skills. For example, they model clear language. The focus on reading regularly to children is having a positive impact on children's developing literacy skills. However, this narrow approach to teaching is not helping children well to gain other skills. For example, staff do not recognise and intervene to help children play and learn effectively in the home corner.
- Staff deliver some adult-led learning effectively, such as when teaching songs to children. However, some other activities are taught less successfully. For example, many children quickly lose interest in practising for an upcoming show and staff are unable to regain their attention.
- Staff plan activities about different festivals and celebration days. However,

these focus too heavily on children's own cultures to prepare them fully for life in modern Britain. When staff put out resources to reflect different cultures staff do not use them effectively to help children develop their appreciation of diversity. The manager is planning to invite people who help others in the community into the pre-school to talk to the children.

- Children enjoy their time outside, running in the fresh air. Staff join in with this energetic play and show children that running about is fun. However, staff do not build further on this practice by planning a wide range of activities that focus on developing children's balance and movement further. Children are not given enough opportunities to learn to manage risks. In addition, opportunities for outdoor play are sometimes limited to the mornings only.
- The directors meet to discuss the pre-school and to ensure it remains financially viable. However, they are not monitoring practice closely enough to target support for the manager where it is most needed to raise standards. They do not have a detailed enough understanding of the improvements that need to be made.
- The manager has focused her support for staff on improving their morale and building a positive working environment. Staff feel valued and appreciated. However, the manager does not monitor the quality of the curriculum closely enough to identify when staff need help to deliver consistently strong teaching. For example, she has not identified that staff do not yet have the skills to deliver the recently introduced programme focusing on teaching letter sounds.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities. They understand the need to share concerns promptly and work with other professionals as necessary, to help keep children safe. All staff attend regular training and have further opportunities to discuss safeguarding at staff meetings. Staff have a good understanding of wider child protection issues, such as the signs that a child may be exposed to extreme views. Staff know how to escalate any concerns beyond senior staff at the pre-school if necessary. The premises are kept safe and secure and staff supervise children closely at all times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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support the manager to monitor accurately and improve the quality of the curriculum and to focus support for staff more precisely on improving the quality of teaching	01/02/2020
improve the learning environment and planning so that children, including the most able, are provided with consistently good levels of stimulation and challenge to support their learning	01/02/2020
provide children with a wider range of meaningful experiences that help them learn about diversity and the similarities and differences between themselves and others.	01/02/2020

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

- improve opportunities for children to take part in activities that help them develop their control and coordination as part of their ongoing physical development.

Setting details

Unique reference number	EY455673
Local authority	Buckinghamshire
Inspection number	10113508
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 to 4
Total number of places	30
Number of children on roll	18
Name of registered person	Topsy Turvy Pre-School
Registered person unique reference number	RP532116
Telephone number	01296612859
Date of previous inspection	6 June 2019

Information about this early years setting

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. The provider is in receipt of funding to provide free early education to children aged three and four years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The manager and the inspector carried out a learning walk and the manager explained how the provision is organised.
- The inspector and the manager completed a joint observation and discussed the quality of teaching they observed.
- Parents and children shared their views and the inspector took these into account.
- The inspector held meetings and discussions with the manager and staff at mutually convenient times.

We carried out this inspection 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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