

Inspection of Tadpoles Community Pre-School

c/o Frogmore Infants School, Green Lane, Frogmore, Camberley, Surrey GU17 0NY

Inspection date: 22 January 2020

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Staff provide a warm and welcoming environment. Children form secure attachments, and positive relationships between staff and children are evident. Children demonstrate that they feel safe and secure, as they make choices from a wide range of good-quality resources and play materials.

Leaders are enthusiastic and committed to their roles and responsibilities. They have high expectations for every child and have developed a curriculum based on children's interests and what they need to learn next. Staff demonstrate a good understanding of how children learn and develop. They provide an abundance of opportunities to enhance children's communication and language skills, such as through books, stories, songs and rhymes.

The dedicated managers and staff work very closely with parents and other professionals involved in children's care. This helps them to support children with special educational needs and/or disabilities effectively. For example, they regularly liaise with professionals and parents to seek advice, review children's progress and set children challenging targets. Overall, children show high levels of interest. They explore, investigate and are keen to find things out. They benefit from an abundance of opportunities to play outdoors, including regular visits to woodland during forest school experiences. Children learn about the natural environment and benefit from physical activity.

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

- The members of the recently appointed leadership team are very ambitious and passionate about the service they provide. Managers have a strong vision for the nursery. They highly value their staff and recognise the good work they do. Ongoing professional development opportunities, including supervision sessions, help staff continue to develop their skills. Staff report that they feel well supported.
- Staff complete regular observations of children and assess their development effectively. This helps them to accurately identify when children may need additional support and implement plans to help them to progress further.
- Overall, children behave well and are kind and respectful to others. Staff act as good role models and most implement rules and boundaries consistently. However, occasionally, some staff do not react quickly enough when children struggle to share.
- Children's early writing and literacy skills are promoted well. For instance, children can confidently make marks and talk about their pictures. A lending library is well established, supporting children to develop a love of reading at home.

- Children readily use mathematics in their everyday play, such as when they build sandcastles. Staff use these opportunities to determine children's level of understanding. For instance, when children have five sandcastles and add one more, staff ask them how many they now have. Children demonstrate that they understand simple addition. They know that if they have five and add one more they have six.
- Partnerships with parents are good. Leaders and staff use effective communication methods to share information with them, including through daily discussions and face-to-face meetings. Parents speak very highly about the nursery and report how well their children are developing.
- Staff support children well in their personal development. They give children consistent messages to help support them to make healthy choices. For instance, staff provide healthy snacks, promote robust hygiene practices, and children benefit from lots of physical activity, indoors and outdoors. However, occasionally, staff do not always remind children when they might be at risk, for example by demonstrating how to hold scissors correctly.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting arrangements help ensure that those working with children are suitable for their role. Staff have a good knowledge and understanding of child protection, including the wider aspects of safeguarding. Managers ensure staff undertake regular training so that their knowledge remains current. Staff confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice. They implement effective risk assessments that help to ensure children can play in a safe and secure environment.

What does the setting need to do to improve?

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

- support staff to be more consistent in managing children's behaviour and extend the highly effective behaviour management strategies currently used in some areas of the nursery
- strengthen the support for children to learn about risks and staying safe.

Setting details

Unique reference number	509532
Local authority	Hampshire
Inspection number	10104229
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	50
Number of children on roll	52
Name of registered person	Tadpoles Community Pre-School Committee
Registered person unique reference number	RP518892
Telephone number	01252 871995
Date of previous inspection	29 June 2015

Information about this early years setting

Tadpoles Community Pre-School registered in 1997. It operates from two classrooms on the site of Frogmore Infant School, in Blackwater, Hampshire. The pre-school employs 11 members of childcare staff, 10 of whom hold childcare qualifications at level 3. One staff member holds a qualification at level 6. The pre-school is open from Monday to Friday during term time only. Sessions are from 8am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- The inspector and the managers completed a learning walk across all areas of the pre-school, to understand how the early years provision and the curriculum are organised.
- Joint observations of activities were completed with the managers.
- The inspector asked the managers and staff questions throughout the inspection, to help establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- Discussions were held with parents, and their views were considered.

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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