

Inspection of The Tot Stop Early Years Centre

Skerne Road, Drifffield, North Humberside YO25 6PN

Inspection date: 18 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy at this setting. They leave their parents confidently at the gate and talk to staff well. Children are engaged and concentrate on the task in hand. Pre-school children sit patiently and enjoy registration. They join in with familiar songs and find their names confidently. This promotes their communication and literacy skills. Pre-school children excel on apparatus outside. Toddlers climb and balance extremely well on wooden apparatus in their room. Babies explore flour with wonder. They use spoons and brushes to move flour from one spoon to another, demonstrating their good developing physical skills.

Children are independent. Staff encourage them to feed themselves from a young age. As children progress through the nursery, they gain confidence. Toddlers find their own shoes and master putting them on. Pre-school children pour their own drinks and tidy away their plates at snack time. They gain many of the skills which they need for their next stages of learning.

Children's behaviour is good. Pre-school children enjoy using strategies, including sign language, during registration. Staff remind children about the nursery's rules and risks, such as 'wonderful walking' and climbing carefully outside. Pre-school children willingly follow staff's instructions of where to place their feet to aid their climbing. Toddlers try to ride balance bikes and staff offer help and support. This helps children to gain a good understanding of expectations.

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

- Children are excited to join in with activities and wait patiently for staff to give them instructions. For example, pre-school children are keen to paint sunflowers and point to examples nearby of artist's work. Toddlers play with teapots and glasses at the water play. Babies marvel as flour sprinkles from tubs with holes. Children are proud of themselves and celebrate their achievements.
- Pre-school children use mathematical language, such as 'long' and 'small', when looking at worm lengths. Staff introduce a tape measure and encourage children to add spadefuls of earth to their pot with a seed. Toddlers line up in confidence and follow instructions well. However, staff do not always make the best of opportunities for children to count, to extend their understanding of number.
- Stories are read by staff, at children's request. Children become engrossed and remember key phrases well, repeating staff's wording. Pre-school children remember a familiar story. Staff are enthusiastic and join in with children as they play. They help children extend their learning and have a strong focus on supporting them to develop their communication and language development.
- Children develop good relationships with staff. Staff know children exceptionally well. Babies and toddlers snuggle into staff for comfort, pre-school children gain

good independence. Toddlers follow familiar routines and demonstrate good listening and attention skills. For example, as they come down the stairs they know to hold onto the handrail and wait for their friends.

- Children begin to take turns, with support. For example, staff encourage toddlers to share. Pre-school children are reminded outside to wait for others to climb apparatus first. Staff have high expectations of what children can do and of their behaviour. This inspires children to try, have a go and behave well.
- The manager has a clear vision for the nursery. Staff state that they feel supported with their well-being and the team hold monthly staff meetings. Staff complete regular training. However, the manager has not yet fully embedded sharply focused supervisions and evaluations of the staff's quality of teaching, to move their practice and knowledge forward and support all children's progress even further.
- Staff communicate with parents well and regularly discuss children's learning and development. Staff provide parents with an online app, which is full of ideas and activities to use at home. This supports children's learning at home and offers consistency in their learning experiences.
- Children, including those with special educational needs and/or disabilities, are well supported. Staff ensure that children meet their planned targets and make good progress. They work well with other professionals to ensure that all children get the additional support they need. Support plans are shared with parents and children's progress is discussed regularly.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. The manager and staff check the identity of visitors to help make sure that only authorised people are allowed to enter. Staff receive safeguarding training and are proactive in keeping their knowledge up to date. They recognise the signs of abuse and neglect. Staff understand the setting's procedure for reporting concerns. The manager implements thorough recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff continually check the environment is safe through risk assessments during the day. They place a good emphasis on making sure that children are cared for in a safe environment.

What does the setting need to do to improve?

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

- place more emphasis on developing children's early mathematical concepts, so that their progress in this area of learning is accelerated
- use systems for staff supervision more effectively to evaluate the impact of staff's practice on children's learning and raise the quality of practice to a higher

level.

Setting details

Unique reference number	EY307024
Local authority	East Riding of Yorkshire
Inspection number	10276199
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	47
Name of registered person	Tot Stop Pre School and Early Years Centre Ltd
Registered person unique reference number	RP525543
Telephone number	01377 240925
Date of previous inspection	5 July 2017

Information about this early years setting

The Tot Stop Early Years Centre registered in 2005. It is situated in the town of Driffield, East Riding of Yorkshire. The setting employs eight members of childcare staff. The manager is qualified to degree level and has early years professional status. The remaining staff hold appropriate early years qualifications at level 2 to level 6. The setting is open all year round, from Monday to Friday, other than one week between Christmas and New Year. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times.
- All areas of the premises used by children were viewed. The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff.
- The setting manager held a meeting with the inspector, discussing the self-evaluation, improvement plans and the impact this has on the setting.
- The manager and inspector conducted a learning walk together to review the children's learning experiences. The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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