

# Inspection of Overdale Tots Pre-School

High View, BEDFORD MK41 8EP

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Inspection date: 2 October 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 greeted warmly by the friendly and professional staff. They arrive happy and are excited to spend time in this nurturing environment. Staff are sensitive to all children's needs, particularly those who are new to the pre-school. They offer cuddles and reassurance to help children feel safe and secure. The staff know the children well and provide a range of activities that meet their developmental needs and interests. Children excitedly join in with music and movement sessions, where they sing and move to the music. They learn to listen and follow instructions as they move the coloured scarves in different ways. This supports their physical development and builds on their communication and language skills.

Staff are positive role models. They help children to recognise feelings and emotions. When children occasionally struggle to regulate their behaviour, staff swiftly offer support and guidance. They set out clear and consistent rules and routines, which are shared with parents. This enables children to know what is expected of them. Staff teach children how to take turns and share through daily interactions and planned activities. For example, they practise taking turns to roll the ball to staff during their 'good morning' song. As a result, children are learning the social expectations needed for future learning, and their behaviour is good.

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

- Management team members have a secure understanding of the skills they would like children to learn during their time at the pre-school. They focus on creating a curriculum that enables children to build on their personal, social and emotional skills and develop their communication and language.
- The management team implements effective key-person roles in the setting. Parents are aware of their children's key person and say that they feel well informed about their child's development. Children form close relationships with the staff, who get to know their individual needs and wants. This promotes children's emotional health and well-being and enables staff to plan personalised learning opportunities.
- Staff complete robust assessments of children's learning to track and monitor their development. This enables them to swiftly identify children who may need additional support and put plans in place to ensure that all children make the best possible progress. Additional funding is used to provide resources that meet children's learning needs. All children, including those with special educational needs and/or disabilities, make good progress in their learning.
- Staff organise the learning environment using their knowledge of children's developmental needs and interests. Accordingly, children fully engage in their play and are able to focus for long periods on the activity of their choice.

However, occasionally, the activities are not as well implemented during adult-led sessions. During larger group sessions, some children lose interest and do not gain the most from these learning experiences.

- Children develop a love of reading and regularly take part in singing sessions. Staff ask questions to promote children's critical thinking and model the correct pronunciation of words. They read books with excitement, and children actively engage with the text as they join in with repeated phrases. The management team members provide children with opportunities to use the lending library. They encourage children to choose books to share with their parents at home, supporting their early literacy skills.
- Overall, staff offer children opportunities to develop their independence. Children are encouraged to attend to their own personal hygiene needs as they wash and dry their hands. During snack time, they pour their own drinks and tidy away their plates. However, at times, staff do things for children that they can do for themselves, such as unpacking their lunch boxes and putting on their wellies. This does not enable children to practise these skills ready for their eventual move to school.
- Staff notice and minimise risks to children's health and safety in the pre-school. They complete daily risk assessments of the setting and take swift action when they identify hazards. Staff demonstrate a good understanding of children's dietary requirements, preferences and food allergies. Robust procedures are in place to safeguard children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- develop the organisation of large-group activities to maximise children's learning, engagement and participation
- provide a consistent approach to developing children's independence throughout their everyday activities and routines.

## Setting details

<b>Unique reference number</b>	EY362775
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10354740
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Teaching Tots Limited
<b>Registered person unique reference number</b>	RP527294
<b>Telephone number</b>	01234 327247
<b>Date of previous inspection</b>	5 November 2018

## Information about this early years setting

Overdale Tots Pre-School registered in 2007 and is privately owned. The provider employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The manager holds an early years qualification at level 6. The pre-school opens from Monday to Friday, 8am to 6pm. The provider also offers a holiday club that opens from Monday to Friday during the school holidays, from 8am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carly Parkinson

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out joint observations of a group activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of parents.

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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