

# Toddlers Pre-School Learning Ltd

Inspection report for early years provision

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**Unique reference number** EY342046  
**Inspection date** 14/04/2011  
**Inspector** Kay Armstrong

**Setting address** Besses Childrens Centre, Ribble Drive, Whitefield,  
Manchester, Lancashire, M45 8TD  
**Telephone number** 0161 766 9866  
**Email** toddlers@fsmail.net  
**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Toddlers Pre-school Learning Ltd. is privately owned and managed. It was registered in 2006 and operates from three rooms within Besses Children's Centre which is situated within the grounds of Ribble Drive County Primary School in the Whitefield area of Manchester. Children have access to a secure enclosed outdoor play area. The provision is open Monday to Friday from 8am to 6pm for 51 weeks of the year.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 43 children from four months old to under eight years may attend the provision at any one time, of these no more than 17 may be under two years. There are currently 80 children on roll all of whom are in the early years age group. Of these, 25 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 12 members of staff who care for the children. Of these, two hold Early Years Professional Status, two hold a foundation degree, six hold a qualification at level 3 in early years, one of whom has just completed a degree in Early Childhood Studies and is awaiting the results and two hold a qualification at level 2 in early years. The provision receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this nurturing, welcoming and inclusive environment as the staff team deliver a broad range of interesting activities which provide lots of learning opportunities. The staff team have a good understanding of the Early Years Foundation Stage and implement most areas of it very well. Positive relationships with parents, carers and other early years providers ensure children's unique and individual needs are recognised and met well. Effective systems are in place to monitor and evaluate the provision which demonstrates a strong capacity for continuous improvement and recognises key areas for further development.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- support children's growing independence further by enabling them to serve their own food
- develop further children's ability to recognise the importance of consistent hygiene practices, for example, routine hand-washing after nappy changes and wiping their noses in order to minimise cross infection.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded within the provision because staff have a good understanding of the child protection procedures. These are in line with the Local Safeguarding Children Board guidance and help to protect children from harm and neglect. Comprehensive risk assessments are in place and checks of the play areas on a daily basis ensure children can play in a safe environment. Robust recruitment and selection procedures further enhance children's safety. All records and documentation required for the safe and efficient management of the provision and to meet the individual needs of the children are in place and maintained to a high standard.

The provision successfully provides an inclusive service for both children and their families. Staff have a good awareness of how to support children with special educational needs and/or disabilities, and those who speak English as an additional language. Equality and diversity are well fostered through a good range of activities and resources which promotes children's understanding of the world around them. Parents and carers are warmly welcomed into the provision. Good information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, children settle well. A range of information is clearly displayed and includes planning, menus and information on the Early Years Foundation Stage. Communication with parents and carers is effectively maintained by use of daily diaries for all the children attending. Newsletters are issued regularly, further enhancing the partnership with parents and carers. Continuity of care is a priority for this provision. Positive links have been developed with the other early years professionals and the host school. Effective methods are in place to ensure a smooth transition for children who are progressing through the provision or moving on to school.

Leadership and management is good and efficient systems are used to monitor and evaluate the provision. Areas for improvement to enhance children's learning and overall well-being have been effectively identified and are appropriately targeted. The recommendations from the previous inspection have been successfully implemented. Linked with on going staff training and development this demonstrates a good commitment to driving improvement and will further improve the quality of provision for children.

## **The quality and standards of the early years provision and outcomes for children**

Children are enthusiastic and inquisitive learners who thoroughly enjoy their time in the provision. They make good progress as they experience a wide range of exciting and stimulating activities which capture their imagination and interests. Staff undertake detailed and sensitive observations of children's progress and enhance their learning through extensive planning which clearly links to children's interests. As a result, staff effectively support and challenge children in their

learning, both indoors and outdoors.

Children are secure, confident and eager to participate in activities. Fresh air and exercise play a large part in the children's day. They have fun and develop skills in coordination as they play outdoors. They thoroughly enjoy going on 'a bear hunt' in the garden. They eagerly recall and sequence the story and staff skilfully introduce and extend children's vocabulary by adding words such as 'squishy'. Communication skills are further extended as staff ask open ended questions which help children to think and reason. Children are encouraged to listen well and recognise different sounds through fun activities. They are beginning to understand that print carries meaning as they mark-make with a purpose and link letters and sounds. Children learn about life cycles as they nurture vegetables and plants in the garden. They watch frog spawn change and talk about caterpillars developing into butterflies. Staff use these exciting and relevant activities to successfully develop children's mathematical awareness as they sing about speckled frogs using their fingers to count on. Skills for the future are fostered well as children confidently use the computer and investigate a wide range of programmable toys. They express themselves creatively as they make wonderful pictures with collage materials and play imaginatively. Children are developing their independence through tasks such as choosing toys and equipment for themselves. However, some opportunities for children to further develop their self-help and independence skills during mealtime routines, such as serving their own food are not always maximised.

Babies investigate their environment with pleasure and determination. The well resourced easily accessible areas of continuous play provides a stimulating environment where babies have lots of choice. They smile, wave their arms around and babble with excitement as they explore paints. The key person system ensures babies are cared for by familiar adults. As a result, they are happy and well settled.

Children's health and well-being is actively promoted through the sickness policy, cleaning routines and good access to drinks to maintain hydration. In addition children enjoy nutritious meals and snacks which support their understanding of healthy choices well. However, children's ability to recognise the importance of consistent hygiene practices, for example, routine hand-washing after nappy changes and wiping their noses in order to minimise cross infection is less well developed. Children have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. They receive good quality support and care from staff and positive relationships enable children to feel secure and safe in their environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met