

Brent Knoll Tadpoles Pre-School Ltd

Inspection report for early years provision

Unique reference number EY357670
Inspection date 07/11/2011
Inspector Rachael Williams

Setting address 50 Brent Street, Brent Knoll, Highbridge, Somerset, TA9
4DT

Telephone number 01278 769126

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Brent Knoll Tadpoles Pre-school Ltd opened in 2004 and, following a move to new premises, re-registered in 2007. The pre-school and out-of-school provision are based in designated rooms on the ground floor of a private, detached property in Brent Knoll, Somerset. There is a fully enclosed outdoor area. The pre-school staff and children care for a rabbit and four chickens.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It opens from 8 am to 6 pm each weekday, term time only. A maximum of 20 children may attend at any one time. There are currently 37 children on roll; of which 14 are in the early years age group. The setting receives funding for the provision of free early education for three- and four-year-olds. The group supports children with learning difficulties and/or disabilities.

The owner has an early years qualification at level 3 and is currently working towards her foundation degree. She employs three members of staff who work directly with the children; all hold appropriate early years qualifications at level 2 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school is effective in routinely meeting children's needs through the establishment of strong partnership working at all levels. Children make excellent progress in their learning and development as dedicated staff interact effectively with the children and give each child individual attention. On the whole, welfare is promoted well and good arrangements to safeguard children have been established. The committed team have high aspirations and, for the most part, have an accurate understanding of the strengths and weaknesses of the provision. Consequently, effective steps are taken to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure records are easily accessible and available for inspection, for example a record of the unique reference numbers of CRB disclosures obtained and the date on which they were obtained (Documentation) 25/11/2011

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

- develop further the record of risk assessment to include outings to all venues off the premises.

The effectiveness of leadership and management of the early years provision

Staff have high regard for safety and security in the pre-school. For instance, there is an accurate record of children's, staff's and visitor's attendance. Robust arrangements are in place to ensure children are collected by suitable adults that are detailed on individual records. For example, a password system is used to enhance children's well-being. Staff have a good understanding of child protection issues and have been proactive in accessing relevant and ongoing training to promote children's welfare. Appropriate risk assessments have been established for areas used by the children and for anything they may come into contact with. For example, small beads that may be a choking hazard. Staff supervise children well on outings and risk assessments have been completed for most outings. On the whole, there are robust recruitment arrangements which assess the suitability of those working directly with children. However, the records of the unique reference numbers of CRB Disclosures and the date on which they were obtained were not available for inspection. This is a breach of a specific legal requirement. However this has no impact on the children as the inspector had seen these records at previous visits.

Children are cared for in a stimulating, warm and welcoming environment. Children's ideas and interests are fully acknowledged and valued by caring staff who have established positive relationships with the children so that they are confident and happy at the pre-school. For example, a mural covers one wall depicting a woodland scene and, as children observe wildlife and plants on their regular nature walks, these are added to the scene. Excellent use is made of the local environment and children are enthralled as they share photographic evidence for instance, of the day they made apple cakes at the local farm for the cows. There is an abundant range of high quality toys and resources that reflect the community in which the children live. These include an excellent range of resources and positive images to reflect the diversity in our society. Stories are used effectively to promote children's understanding of culture and traditions.

Parents are extremely satisfied with the provision as there is a strong focus on communication to enable continuity in children's care for instance, through verbal exchanges and a daily diary. Parents find the provision flexible and comment positively on the individual attention that their children are given and how staff are excellent at building children's confidence. There is excellent partnership working to support children with special educational needs and/or disabilities. Staff are highly motivated to access relevant training, to provide individual support and ensure appropriate resources are in place.

The owner and her team of well-qualified and experienced staff work collaboratively to monitor the provision. On the whole, they have good knowledge of the strengths and weaknesses of the early years provision. Identified areas for

improvement are well chosen and clearly show the impact they have on the children. For example, there has been a strong focus on improving children's understanding of healthy lifestyles. For instance, 'Wake and Shake' movement sessions have been introduced and children are actively involved in developing the vegetable plot and woodland environment. Staff are proactive in accessing relevant training which is monitored effectively through regular appraisals to enhance professional development. Parents and children are fully involved in the self-evaluation process.

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

Children engage in a very broad and balanced range of experiences. High-quality weekly planning involves specific topics, celebrations and children's interests in order to comprehensively address all areas of learning. For example, activities include children's experiences of bonfire night and carnival and these activities are successfully used to introduce children to other cultures such as, exploring Mardi Gras, creating Rangoli patterns and Mehndi printing. Staff engage with the children exceptionally well to challenge their development. For example, children show excellent fine motor skills as they carefully select beads to create a necklace. A member of staff suggests that the child uses 10 beads; he carefully counts the beads pointing to each one in turn. The member of staff challenges early calculation skills asking how many more are needed; the child accurately responds. Children are developing very good communication skills. They are consistently engaged in conversations for instance, at circle time where they discuss the weather and suitable clothing. They are very keen to share their experiences for instance, a recent birthday. Children listen attentively to stories and become fully involved responding exceptionally well to questions. Rigorous assessment arrangements have been established to ensure that all children make significant progress. Sensitive observations are completed and are linked to children's stage of development so that there is very good understanding of children's learning priorities which are shared with parents so they may contribute.

Children are fully aware of meticulous hygiene routines. For example, before eating their snack children explain that they need to roll their sleeves up and use soap to wash their hands so that the germs do not go down into their tummies. Children relish healthy and nutritious snacks and meals prepared in a scrupulously clean kitchen. Children are able to make healthy choices for instance, a basket of fruit is offered to the children at snack time. Children discuss the importance of eating the skin as it contains vitamins. Children are able to use tools purposefully and safely in the vegetable plot and are able to plant, harvest and eat the fruit and vegetables that they grow. There are frequent opportunities for children to be outside and active. For example, children thoroughly enjoy the ride-on toys and learn about road safety as they stop at the zebra crossing.

Children have an excellent sense of belonging. Each child designs their own placemat and has a sense of ownership when they sit down to sociable mealtimes.

High adult to child ratios are consistently maintained. Consequently, children thrive on the one-to-one attention they are given. All children are valued and engage in an exceptionally broad range of activities and experiences that meet their individual needs. There is little opportunity for children to be bored or disinterested therefore, their behaviour is exemplary. Strong links have been established at the local school to enable the smooth transition for all children. For example, pre-school staff work closely with the reception teacher to introduce children to a phonetic scheme, Letterland.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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