

# Toddlers Pre-School Learning Ltd

Besses Childrens Centre, Ribble Drive, Whitefield, MANCHESTER, Lancashire, M45 8TD

<b>Inspection date</b>	17/10/2013
Previous inspection date	14/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have a very good understanding of each child's individual needs and stage of development. Consequently, they effectively plan and support children to make good individual progress in all areas of learning.
- Children are developing good communication and language skills because staff use a variety of techniques to encourage children to talk and develop their vocabulary.
- Children are happy and settled in the setting because staff clearly understand their role as a key person and the importance of children feeling safe and secure.
- Children's learning and development is supported well in the setting and at home because staff have created strong partnerships with parents and share information to consolidate children's learning.
- Staff are supported well to continuously develop their knowledge and skills and progress professionally in order to support all children to reach their potential.

### It is not yet outstanding because

- There is scope to further support babies exploratory play and curiosity in the outdoor environment to promote their very good learning even further.
- There is scope to further support older children to enjoy quiet time and to rest and relax in comfort so they are very well prepared for learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in all three base rooms and in the outdoor areas.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held meetings with the provider, manager, special educational needs coordinator and three parents.
- A range of documents in each base room was inspected including observations, planning, tracking of children's progress, photographs of events and daily diaries.
- The inspector checked evidence of staff suitability, risk assessments, training certificates and the setting's self-evaluation documents.

## Inspector

Laura Hoyland

## Full Report

### Information about the setting

Toddlers Pre-School Learning Ltd was registered in 2006 and operates from three rooms within Besses Children's Centre. It is situated in the grounds of Ribble Drive Community Primary School in the Whitefield area of Manchester. It is privately owned and managed and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including two members of staff with Early Years Professional Status. The setting opens Monday to Friday all year round. Sessions are from 8am until 5.45pm and children attend for a variety of sessions. There are currently 71 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance the quiet area for older children even further to support them to feel comfortable when resting and relaxing
  
- enhance the outdoor provision further for babies to strengthen their rapidly developing curiosity and exploration skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are making good progress in all areas of their learning and development because staff value each child's uniqueness and plan for their individual needs. Staff complete regular observations of children and use these to plan individual next steps to support their progress. In addition, tracking of children's progress enables staff to quickly identify any emerging gaps in their learning and development and plan appropriately to close them.

Children with special educational needs and/or disabilities are very well supported in the setting. Staff understand their needs well and use individual education plans to support

their progress. Children have made continuously good progress from their starting points. Staff work closely with other professionals to ensure they are delivering high quality activities and learning opportunities, which will support children to achieve their potential.

Children thoroughly enjoy attending the setting because staff plan a range of interesting and exciting activities and learning opportunities for them to engage in. For example, some children excitedly gather leaves from the ground outside and are proud to share their findings with staff and visitors. Other children enjoy painting leaves and discussing autumn as staff extend their learning by talking about colours, size and the veins found on leaves. Children are motivated to learn and absorb information staff share with them. This supports their developing curiosity and knowledge of the world. However, opportunities for babies to develop their curiosity and exploration skills outside are not always maximised. This means their very good progress in this area is not always as effective as possible.

Children are developing their vocabulary and communication skills well. This is because staff engage in conversations with children throughout the day and use open-ended questions to support their thinking and speaking skills. Babies enjoy close contact with staff as they look at books and learn to babble and make noises. Older children sing songs, joining in with actions and rhymes, while other children listen to stories in groups and become engrossed in conversations with staff and their friends. These activities support children to develop skills, such as listening and speaking, for their transitions to their next stage in learning, whether it be to another setting or school.

Partnerships with all parents are well established and staff have created many ways to communicate and share children's learning. For example, parents are supported to observe their children's play and interests at home and bring observations into the setting. This means children's achievements and interests can be used to inform the planning to support their individual progress. In addition, staff communicate children's development at parent's evening and create a detailed report every term to share with parents. This means parents are very well informed of how their children are developing and how they can consolidate children's learning at home.

### **The contribution of the early years provision to the well-being of children**

Children are very well settled in the setting because staff thoroughly understand the importance of making children feel safe and secure. Each child is assigned a key person who builds a strong bond with the child and their family. The key person works with parents to understand each child's individual care routines and creates an 'all about me' book, which has a range of photographs of children's families and special events. Children look at these as they arrive at the setting and throughout the day. Parents are very complimentary about the books and believe they have really helped children to settle and feel safe and secure. In addition, staff support children through a gradual settling-in procedure, which is tailored to individual children's needs. To support transitions to school, staff liaise with teachers who are on site and teachers come into the setting to support continuity in children's learning. Any children transitioning rooms are supported as their

key persons liaise with each other and 'all about me' books move with them to help children feel safe and secure.

Children are learning to follow healthy lifestyles and engage in regular activities to develop their physical skills. Regular yoga classes teach children about physical activity and well-being and parents really appreciate the additional professionals brought into the setting to support children to acquire new skills. Older children can choose to play indoors or outdoors and ride on bicycles to develop their large muscles. Children are also learning how to take appropriate risk in their play as they climb on apparatus, while being closely supervised by staff.

Children sing songs about washing their hands and engage in good hygiene routines. This teaches children the importance of following healthy practices. Children sit with their friends and staff as they enjoy balanced and nutritious meals. Many younger children sleep following lunchtime and older children enjoy a story and have the opportunity to rest and relax if they wish. However, the quiet area for older children is not always attractive and fully equipped. This means it is sometimes not as comfortable as possible for them while resting, which does not always promote their best learning.

Children behave very well in the setting. This is because staff are kind, caring and remind children of rules and boundaries. Children are rewarded for their positive behaviour with lots of praise. Older children are presented with 'star of the week', which recognises one child's special contribution and achievements. This reinforces children's positive contribution to the setting. In addition, 'wow' moments are displayed in the setting to acknowledge children's achievements both in the setting and at home. This supports children to develop confidence and self-esteem.

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

Children are safeguarded well in the setting because staff have a very good understanding of how to keep children safe and the course of action to take if they are worried about a child's well-being. All staff have attended safeguarding training and are clear about who is the setting's safeguarding officer. In addition, all staff have been rigorously checked to ensure they are suitable to work with children.

Staff are very well supported by the management team to understand their roles and responsibilities. Regular appraisals and meetings are used to help staff develop their knowledge and understanding of policies, procedures and how to support children to make good progress. The management team support staff by monitoring the planning and educational programme and discussing any aspects staff are finding challenging. The monitoring and coaching help identify staff's training needs and training courses are promptly sought. Staff share any knowledge gained at training with other staff at regular staff meetings. This means all staff are developing professionally.

All staff are fully aware of their strengths and areas for development. Reflective practice is

at the heart of the setting and staff are continuously in pursuit of developing their practice. Clear plans to drive improvement are in place and all staff have shared views to provide high quality care and education for children. Staff listen to the views of others including children and parents and have changed aspects of their practice. For example, daily diaries have been introduced for all children and information is collated in a little book parents can take home.

Parents are very complimentary about the setting and staff and are very happy with the care their children are receiving. In addition, staff have created strong partnerships with other professionals and know who to contact if they require any advice or support.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY342046
<b>Local authority</b>	Bury
<b>Inspection number</b>	915128
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	71
<b>Name of provider</b>	Toddlers Pre-School Learning Ltd
<b>Date of previous inspection</b>	14/04/2011
<b>Telephone number</b>	0161 766 9866

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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