

Town Tots Pre School

Town Tots Pre School, Manor Road, NORTH WALSHAM, Norfolk NR28 9HG



Inspection date	18 September 2018
Previous inspection date	21 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The quality of teaching is consistently good. Staff use accurate observations of children's learning during play to identify next steps and plan for children's continued development. Staff provide children with opportunities to build their understanding of mathematical concepts, such as quantity and weight. For example, they encourage children to count out cups for each child and to use scales to weigh out ingredients for cooking.
- Staff praise children's positive behaviours, such as waiting patiently or being kind to their friends. This supports their good behaviour and self-esteem.
- Parents praise the friendly, welcoming staff. They note how well their children settle and enjoy attending the nursery. Parents appreciate the range of family events hosted by the nursery and the effectiveness of communication between staff and families. They comment on the progress of their children and how well they are supported by staff.
- Children navigate the outdoor spaces skilfully and enjoy boisterous exercise in the fresh air. They are confident talkers and speak about the, 'Healthy exercise' that they enjoy, such as dancing and running.
- Managers use a range of methods to check the quality of the provision and work with staff and parents to identify changes and improvements to make. Managers also make effective use of additional funding, such as early years pupil premium, to offer children targeted experiences and resources to support their learning and progress. For example, forest school sessions are offered to support the development of children who prefer to learn outside.

It is not yet outstanding because:

- Staff do not make the most of information provided by parents about what their child can already do, to inform plan precisely for children's learning at the start.
- The arrangements for monitoring staff performance do not focus sharply on developing the quality of teaching practice further.

What the setting needs to do to improve further

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

- make the most of information gained from parents about their children's achievements that informs the initial planning of activities to help children make the best possible progress from the start
- sharpen monitoring of staff practice to raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the managers and staff. She looked at relevant documentation, including children's learning records and evidence of the suitability of all persons working on the premises.
- The inspector completed a joint evaluation of an activity with a manager.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have a strong understanding of key signs and symptoms that indicate a child may be at risk of harm. They all know the procedure for reporting any concerns they may have about a child's welfare. Most aspects of staff practice monitoring are good. Managers review children's progress and consider any gaps in their learning to identify appropriate training for staff. They support staff to access training and encourage them to cascade it to the team to ensure the entire pre-school can benefit. For example, staff use new ideas and skills to develop areas, such as the garden, or to introduce more opportunities for children to build their mathematical skills. Managers and staff meet regularly to review individual children's ongoing progress and plan targeted activities to meet any gaps in learning. Staff work effectively with other settings that children attend to support children's learning. For example, they share their assessments and planning to enable continuity between settings.

Quality of teaching, learning and assessment is good

Staff offer children a range of outings to support their understanding of the local community and wider world. For example, children meet police officers, attend activity sessions with residents at the local care home and explore the local woods. Staff provide children with opportunities to develop skills for safe tool use. For example, they teach them the correct techniques for holding a knife to cut fruit for snack. Staff ask children questions, such as where certain food items could come from or what will happen after a caterpillar makes a cocoon. This helps to develop children's critical-thinking skills and understanding of the world.

Personal development, behaviour and welfare are good

The indoor and outdoor environments are well resourced and set up, providing interesting opportunities for play. Children confidently choose what they would like to do next. Staff support children's understanding of healthy habits. For instance, children wash their hands again if they lick them during a cooking activity and talk about healthy and unhealthy foods. Children talk about their home lives to interested staff. Staff recognise children's efforts and praise them purposefully. For example, staff comment on children's willingness to keep trying until they are successful. This supports children's resilience and confidence. Staff are sensitive to children's emotional needs, providing a warm and nurturing response. For example, children who are new to the pre-school form strong bonds with staff and seek them out for reassurance.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. Children learn skills to keep themselves safe, such as handwashing and rules for safe use of equipment. For example, children understand why only an adult can get items out of the oven and they follow techniques for using knives safely. Children are prepared for their next stage in learning, such as school.

Setting details

Unique reference number	EY419842
Local authority	Norfolk
Inspection number	10065018
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	47
Name of registered person	The Benjamin Foundation
Registered person unique reference number	RP903125
Date of previous inspection	21 October 2015
Telephone number	01692407012

Town Tots Pre School registered in 2011. The pre-school employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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