

# Towntree Pre-school Ltd



Grounds of Echelford School, Park Road, Ashford, Middlesex TW15 1EX

<b>Inspection date</b>	27 February 2019
Previous inspection date	22 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and staff monitor children's learning and development well and track children's progress closely to recognise what they need to learn next. They use this information effectively to plan activities that help focus the children's learning.
- The quality of teaching is good. Staff use their skills to support children's learning well. This is particularly effective in developing children's early literacy skills. All children, including those who may require extra support, make good progress from their starting points.
- Children are extremely confident and take pleasure in guiding their own learning. Their confidence is expertly promoted by key persons who spend valuable time developing their knowledge about individual children's needs.
- Staff have strong links other professionals. They seek advice from specialist professionals, as and when necessary, to help support children. This promotes a collaborative approach to meet the individual emotional needs of children.
- The provider uses effective self-evaluation methods, such as questionnaires for parents, to help identify both strengths and aspects of the pre-school to develop further. This helps her to continue improving outcomes for children.
- While the quality of teaching is good, monitoring of staff practice is not yet strong enough to help individual staff members to raise the quality of practice to an even higher level.
- Staff do not routinely share detailed information with other settings that children also attend, in order to enable them to promote continuity of learning.

## What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring staff practice to raise the good quality of teaching and learning to the highest levels
- establish stronger links with other settings that children attend, to promote greater consistency in their learning.

### 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 spoke with staff and children during the inspection.
- The inspector and the nursery manager observed a planned activity together and discussed their findings.
- The inspector sampled required documentation on the day.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Kelly Lane

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have thorough knowledge of child protection issues. They know the correct procedures to follow in the event of a concern about a child's safety or welfare. The manager implements systems for safer recruitment of staff and students, and checks their ongoing suitability. Staff attend regular meetings where they reflect on the quality of the provision and discuss ideas for improvement. Staff attend professional development opportunities and evaluate their learning to share with others. For example, staff attended a behaviour management course and used the information to work with parents and celebrate positive aspects of children's behaviour. This helps to provide a consistent approach to children's learning. Parents feel valued and are provided with a range of ways of contribute to their children's learning.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They make regular observations of what children can do to support their development. Children play confidently in a stimulating, well-organised and interesting environment that helps to support all areas of learning. They enjoy imaginative experiences, such as pretending to be on an aeroplane in the role-play area. Staff make excellent use of daily routines to support children's language and early reading skills. For example, during small-group time, they enable older children to hear initial letters sounds, preparing them for their next stage in learning. Staff join in with children's games well, including using large building blocks in the outside area. They encourage children to work together to build a wall and estimate how many blocks will they need. This helps to develop children's mathematical understanding well.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff demonstrate exceptionally positive behaviour, promoting children's understanding of sharing, turn taking and being kind to one and another. For example, when a child knocks another child's brick wall down, they quickly help to rebuild it. This positively reinforces the child's efforts. Children increasingly show high levels of curiosity, imagination and concentration. For instance, they use the various bowls, spoons and porridge outside to mix with the water. They share the resources extremely well with younger children. The highly simulating area allows children to enjoy the opportunities in the outside area where they are able to practise their climbing and balancing skills.

### Outcomes for children are good

Children, including those with special educational needs and/or disabilities, make good progress from what they can do when they first start at the setting. They are sociable, confident and inquisitive as they play. Children's early literacy skills develop well. For example, they write for different purposes and are eager to write their names on their work, and to draw using chalk outdoors.

## Setting details

<b>Unique reference number</b>	EY274180
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10073295
<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</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Towntree Pre School Ltd
<b>Registered person unique reference number</b>	RP907784
<b>Date of previous inspection</b>	22 April 2016
<b>Telephone number</b>	01784229700

Towntree Pre-school and after school club registered in 2004, and is one of two settings under the same ownership. The pre-school opens five days a week during school term times from 8.30am to 11.30am and from midday to 3pm, with the option to stay for lunch or for both sessions. The after-school club operates from two locations on the school site from 3.15pm to 6pm. On Tuesday, Wednesday and Thursday, younger children use a classroom in the school and the older children use the pre-school building. Monday and Friday sessions of the after school club operate from the pre-school building only. The pre-school receives funding for free early education for children aged two, three and four years.

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