

# Tiggers Pre-School

Parish Rooms, Stockcroft Road, Balcombe, Haywards Heath, West Sussex  
RH17 6LH



<b>Inspection date</b>	5 June 2019
Previous inspection date	11 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

### This provision is good

- The manager and staff provide a warm and welcoming environment. They arrange a number of resources and activities for children to explore when they arrive, which helps them engage in play and learning.
- Children form close relationships with their key persons. Key persons know children very well and use their knowledge to plan effectively for children's next steps in learning. They accurately assess children's progress to ensure that any gaps in learning close swiftly. All children make good progress.
- The manager and staff have effective relationships with other settings and professionals who support children's learning. They share information about children's next steps and value any expert guidance from other agencies. This helps provide a consistent approach to children's ongoing development.
- Children have plenty of opportunities to be physically active. They thoroughly enjoy racing around on ride-on toys and learning to negotiate space. They also take part in sponsored walks within the local area, which help develop their knowledge about where they live.
- The manager and staff have effective partnerships with parents. They have worked hard to ensure each family is communicated with in a way that meets their needs, and that they are fully involved in their children's learning. For example, staff share children's journals, complete daily diaries and hold parents' evenings.
- Staff do not always deploy themselves effectively in the indoor environment. This means that some children are not supported in their chosen activity and possible learning opportunities are missed.
- Occasionally, during routine activities, staff's expectations of the youngest children are too high and the level of teaching is too advanced for their stage of development.

## What the setting needs to do to improve further

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

- improve the arrangements for staff deployment when indoors to ensure children are consistently supported in their chosen activity
- support the involvement of the youngest children further when they are taking part in routine activities with older children.

### Inspection activities

- The inspector observed activities and staff's interactions with children indoors and outdoors.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector tracked some children's development, viewed their journals and discussed their progress with their key people.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to some parents to gain their views and feedback on the setting and staff.

#### Inspector

Hannah Barter

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a confident knowledge of their responsibilities to protect children from possible harm. The manager places a high value on safeguarding training. For example, she ensures that all staff receive regular training and quizzes them on policies during staff meetings. The manager has a positive attitude towards continuous development. Since the last inspection, she has made many improvements which have had a positive impact on the provision. For example, she has developed the outdoor play space to have an area for younger children to practise their physical skills. She has also increased the amount of creative activities indoors and outdoors to encourage children's early literacy skills. The manager provides good ongoing support to all staff. She meets with them regularly to discuss their practice and identifies areas for improvement. For example, some staff have received training on supporting children's language skills. This has developed their awareness of ensuring they pronounce words correctly and use lots of repetition when talking to children.

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

Observation and assessment of children's learning are accurate. Staff have a thorough understanding of the curriculum. They plan a range of activities that challenge children, but they also ensure that they are enjoyable and interesting. For example, children were excited when they were given blocks of ice to explore and smash with hammers. Staff asked a range of questions, such as 'how is ice made?' and 'where is the water coming from?' This made children think and helped develop younger children's understanding. Once the ice melted, staff provided children with paintbrushes which enabled them to make large prints on the patio. The manager monitors children's development effectively. She oversees all the children's next steps and completes group tracking documents to assess the progress of different groups of children.

### Personal development, behaviour and welfare are good

Children settle quickly and separate from their parents with ease. They have a good understanding of the routine and are independent. For example, they wash their hands before eating and clear away after themselves when they have finished. Children have secure relationships with all staff. They enjoy including them in their play and seek them out for reassurance when needed. Children know how to keep themselves safe. For example, when using scissors, they proudly show staff how to hold them correctly. Overall, children behave well. Staff provide good support to those who are still learning how to manage their feelings. For example, they talk to them calmly, ask how they think the problem can be resolved and use sand timers to help develop their understanding of taking turns.

### Outcomes for children are good

All children are making good progress in preparation for future learning and school. Any gaps in children's learning are quickly identified and plans are put in place to close them. Children are confident and active learners. They have good social skills and older children show care and consideration to younger children. For example, they show them how things work and support them when playing together.

## Setting details

<b>Unique reference number</b>	113790
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10104194
<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>	32
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Tiggers Preschool Balcombe Committee
<b>Registered person unique reference number</b>	RP524370
<b>Date of previous inspection</b>	11 June 2015
<b>Telephone number</b>	01444811331

Tiggers Pre-School registered in 2001 and is managed by a voluntary committee of parents. The setting is in the village of Balcombe, West Sussex. It is open each weekday from 9.15am to 1.15pm and on Tuesday until 3.15pm. There are six members of staff, four of whom hold level 3 qualifications. The setting receives funding for free early education for children aged two, three and four years old.

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