

Tommy Thumbs at Cledford

Cledford Primary School, George VI Avenue, Middlewich, Cheshire, CW10 0DD

Inspection date

Previous inspection date

19/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 high expectations for children and teaching is securely based on a thorough understanding of how children learn, which ensures that each child makes good progress. The records of assessment are detailed and are used effectively in the planning of activities to move children on in their learning.
- Children's communication, language and social skills are very well promoted. The setting extends children's vocabulary and supports them in discussions.
- The good engagement of parents and an effective key person system ensures that children's unique needs are known and attentive care is provided. This means that children are supported very well, they feel safe, secure and confident.
- The management demonstrate a commitment to providing quality childcare provision. There are strong links between identified priorities and plans for improvement.

It is not yet outstanding because

- Opportunities for children to extend their learning in the outside environment have not yet been fully embraced.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the designated pre-school and out of school areas within the school premises.
- The inspector held discussions with the manager and staff.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and the setting's self-evaluation documents.
- The inspector took account of the views of parents and carers.

Inspector

Sylvia Cornock

Full Report

Information about the setting

Tommy Thumbs at Cledford was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Cledford Primary School Middlewich and is managed by a committee. The setting serves the local area and is accessible to all children. It operates from a designated nursery area and

sports hall and there is a fully enclosed area available for outdoor play.

The setting employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one member of staff has Early Years Professional Status. The pre-school is open Monday to Friday, 8.30am to 3.30pm, during term time only. The Fun Club, which is an out of school club, operates from 7.30am to 8.50am and 3.15pm to 6.30pm, Monday to Friday, during term time and 7.30am to 6.30pm, during school holidays. Children attend for a variety of sessions.

There are currently 98 children on roll, of whom 74 children are within the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and those with special educational needs and/or disabilities. The setting is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their understanding of growth, decay and changes over time, for example, by providing a growing and planting area in the outdoors.

Inspection judgements

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

The staff demonstrate that they have a clear understanding of how children learn. They are enthusiastic in their approach, which inspires them to be active learners and to remain involved and interested in the activities provided. The setting operates a key person system, who carefully plan learning opportunities within everyday routines and activities, which help children to move on in their learning. For example, they have great fun blowing bubbles in the wind. This stimulates their curiosity and language development as they compare the size and speed of the bubbles and talk about having bubbles in their bath at home.

The staff involve children in decision making, allowing them to freely choose from the extensive choice of resources, which are easily accessible. This means that children feel valued and have a sense of belonging. They immerse themselves in the exploration of using various materials and textures in the completion of their art and craft activities. Children show a sense of pride in their sharing of pictures with the adults. They have

many and varied opportunities to use their mathematical skills, counting everyday objects or engaged in adult-led number games. They use language well and this is further developed through skilful questions and challenges set by the staff. Children sit comfortably with a staff member and listen with intent to the story, as they engage in pointing out various animals and turning the pages appropriately.

The learning environment is stimulating and well-resourced and helps children across all areas of learning. Children are confident as they move around the playrooms and sports hall, selecting activities and resources of their choice. They play imaginatively with the small world families and use the lorries and diggers to transport the stones and shells from one place to another. Children carefully put resources away as they listen to tidy up time music and songs. The excellent range of resources that are provided by the setting are of high quality and quantity for the age range for whom they cater. Staff plan activities and themes to support children's understanding of other cultures. The walls display posters about people of the world. Welcome posters in different languages help children to value differences and similarities.

Older children show good coordination as they climb and balance on the large wooden constructions and apparatus in the outdoor area. Children also develop their physical skills and use their imagination as they move the crates to use as an obstacle course. However, the setting has not fully explored how to create a garden area, so that children can gain an understanding of planting, growing and observing the changes that occur. The younger children have fun and laughter as they use the large parachute, disappearing underneath. This supports their physical development. Staff encourage children to do things for themselves, but are on-hand to help when needed. For example, helping younger children put on their outdoor boots and fasten their coats.

The staff know the children and their families very well and as a consequence, meet their needs effectively. Parents discuss their children's progress with the child's key person and share information and photographs in the 'observation profiles' which record children's achievements. This clearly shows that good communication systems exist to support children in their learning and development both at home and within the setting.

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

Children are extremely settled in the provision, supported by the calm and consistent interaction of the staff. They confidently make their needs known, secure in the knowledge that adults will listen and respond. Parents recognise the comfortable relationships promoted within the setting and comment that they appreciate the different learning activities and the well-balanced healthy snacks provided. Children initiate their own activities because resources and toys are easily accessible. This promotes their ability to make choices and to develop independence. For example, they take care of personal hygiene routines, in order to develop the skills needed at the next stage of their learning.

The staff support children to learn to socialise, to play together, to share and respect others. Children listen to the instructions and cooperate within the boundaries provided, in turn learning to keep themselves and others safe. They behave very well and are

sensitively made aware of the consequences of not following the rules, which are clearly displayed at child height in words and pictures. The setting is well organised, clean and exceptionally good hygiene procedures are followed by staff, which promotes children's understanding of how to keep healthy. Well-planned snacks are freshly prepared and children select their choice from the plate of crackers and fruit. Children are able to access the outdoors at anytime as the setting operates a free-flow system. This enables them to develop a positive attitude towards exercise and benefit from fresh air.

Children display high levels of self-esteem and confidence. They access their drink bottles and show good manners when sitting at the snack and lunch table, learning skills for the future. The pleasant and inviting presentation of the learning environment encourages children to make independent choices and follow their own interests, for example, using the computer, dressing-up clothes, home corner, book area and the writing stations.

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

Children's welfare is prioritised and well promoted because the staff have a good understanding of their responsibilities relating to safeguarding children. This is further supported as a high percentage of staff have undertaken appropriate safeguarding training. Children's well-being is further enhanced by the setting's good organisation and their detailed policies and procedures, which support their practice. These are shared with parents and are reviewed on a regular basis to reflect any changes in legislation. The staff are vigilant about children's safety and have very detailed risk assessments in place to cover all areas and help to minimise hazards. Regular evacuations of the premises are undertaken with the children to develop their understanding of how to keep safe in an emergency. The setting's health and safety officer ensures that all children and staff have undertaken this procedure.

The staff have attended a high number of training courses and management keep abreast of changes by liaising with other professionals, attending further training opportunities and researching on-line information. For example, introducing early years initiatives, including 'Every Child a Talker' programme, 'Now I am two years old' and 'Independent Parental Support'. This ensures that they are well aware of all of good early years practice and the requirements of the Statutory Framework for the Early Years Foundation Stage and implement these to promote children's well-being. The staff manage daily routines effectively to accommodate the individual needs of the children attending, recognising their need for play and rest. The flexible approach and planning for individual children is led by their play preferences. Staff ensure that children benefit from a good balance of child-led and adult-initiated activities that fully sustain their interest. There is an excellent range of resources available to support children's learning and development and the setting provides a rich environment with an abundance of opportunities to learn through play. Staff support children's differing needs within the setting, including cultural, special educational needs and/or disabilities with understanding and great support to the families.

The setting uses self-evaluation effectively to ensure that there is sufficient depth, breadth and challenge within activities and monitor the use of the environment. Parents' views are

obtained, which reflect their complete satisfaction with the service. Comments made to the inspector include, 'excellent', 'brilliant', 'exceptional', 'caring', 'approachable staff' and 'a lovely environment'. The management have good systems in place for the sharing of information with other settings that the children attend. They also have transitional programmes as they feed a number of schools in the area that the children will attend for full-time education. Reception class teachers are invited into the setting and learning journeys are shared to support the continuity and consistency in children's experiences and learning.

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. 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

Unique reference number	EY446797
Local authority	Cheshire East
Inspection number	802342
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	64
Number of children on roll	98
Name of provider	Tommy Thumbs Pre-School
Date of previous inspection	Not applicable
Telephone number	01606288240

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

