

Tommy Thumbs at Cledford



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

Inspection date	14 December 2016
Previous inspection date	19 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 friendly staff provide a rich, challenging learning environment where children join in eagerly with activities and show high levels of curiosity, imagination and concentration.
- The management team is committed to providing a high-quality standard of care and learning for children. They gather the views of parents and staff effectively to inform self-evaluation and target specific areas for further development.
- Children communicate confidently. Staff place a high emphasis on supporting children's speech and language skills and use their knowledge of how to promote children's early literacy well. For instance, they model new vocabulary and give children lots of opportunities to use it and reinforce their understanding through play.
- The management team and staff are proactive in forming partnerships with schools and other professionals within the community. These links are highly effective and help staff improve outcomes for children, particularly for those who have special educational needs.

It is not yet outstanding because:

- Although staff track individual children's progress well to identify and address their individual learning needs, they do not compare the progress made by different groups of children in order to check that each group receives the support they need to make as much progress as possible.

What the setting needs to do to improve further

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

- compare the progress made by different groups of children and check that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

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 completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at and discussed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Isobel Ford

Inspection findings

Effectiveness of the leadership and management is good

The leadership team has high expectations and strives to enhance the quality of the provision. Staff have regular supervision meetings and attend training to enhance their professional development and help them improve outcomes for children. Arrangements for safeguarding are effective. Staff are vigilant. They update their safeguarding knowledge regularly and have a secure understanding of their responsibilities to help keep children safe. A detailed safeguarding policy underpins well-established practices and procedures. Staff complete regular risk assessments to identify and minimise potential hazards. Staff work in close partnerships with parents and work well as a team. They keep parents well informed about their children's development and share ideas to support children's learning at home. Parents are very positive about the quality of care staff provide.

Quality of teaching, learning and assessment is good

When children join the pre-school, staff gather detailed information about their interests and what they already know and can do from parents. They also offer settling-in sessions to help children make a good start. Staff use observation and assessment well to accurately identify children's next steps in learning. They plan themed activities based on children's emerging interests and skilfully adapt these to focus on the learning and development needs of each child. Staff provide engaging opportunities for practising early writing skills. For example, children draw freely, trace letter shapes in shaving foam and paint images from a story with a range of tools. Children confidently explore the environment and move freely from indoors to outside. They have access to a wide range of well organised and stimulating resources to engage their curiosity.

Personal development, behaviour and welfare are good

Staff are nurturing, patient and know children well. They model good manners and provide children with consistent routines, encouraging positive behaviour. Staff interact well with children and use praise effectively. This means children feel valued and respected, promoting their self-esteem and confidence. Children are encouraged to be active. They learn about effective hygiene practices during everyday activities. Children have opportunities to manage everyday tasks independently and engage in plenty of healthy, physical activity. For example, they are fully involved in preparing their snacks and enjoy building and balancing along the walkways they construct out of crates in the outdoor area. Staff promote equality and diversity well and plan activities that help children learn about each other's customs and beliefs.

Outcomes for children are good

Children demonstrate that they are happy and feel secure. They make their own choices and are motivated to learn. For example, when children arrive they settle quickly, choose activities and become engaged in their learning. Children show their understanding of mathematics as they count to 10 and beyond, compare sizes and use positional language. They use their imaginations and confidently engage in creative role play. Children, including those who have special educational needs, make good progress from their individual starting points.

Setting details

Unique reference number	EY446797
Local authority	Cheshire East
Inspection number	1060216
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	66
Number of children on roll	66
Name of registered person	Tommy Thumbs Pre-School Committee
Registered person unique reference number	RP520581
Date of previous inspection	19 November 2012
Telephone number	07973 842808

Tommy Thumbs at Cledford was registered in 2012. The pre-school employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and 2 have qualified teacher status. The pre-school is open Monday to Friday, 8.30am to 3.30pm, during term time only. The out-of-school club operates from 7.30am to 8.50am and from 3.15pm to 6pm, Monday to Friday, during term time and from 7.30am to 6.30pm, during school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

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

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2016

