

Tiddlywinks Pre-School @ Poverest



Poverest Primary School, Church Hill Wood, Orpington, Kent, BR5 2JD

Inspection date	9 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children enjoy their time in this highly stimulating learning environment. They are happy, settled and content. They make very good progress from their starting points.
- There are very good recruitment, induction and training procedures in place. This helps to ensure that all staff working with children are suitable and able to carry out their role effectively.
- The staff build very good links with the local schools, leading to improvements in the provision. They are very successful in supporting children's move to primary school.
- Staff promote children's communication and language development very well. For example, they consistently give clear instructions and skilfully ask children questions that help them to think.
- There are effective arrangements to involve parents in all aspects of their children's learning. This includes helping staff to assess their children's starting points, regularly reviewing their progress, and sharing next steps of learning.

It is not yet outstanding because:

- Children sometimes become restless during lunchtime routine as they wait for long periods of time. This does not fully meet their needs at all times.
- Staff do not always adapt group activities to suit the needs of younger children, to help them participate fully and extend their learning.

What the setting needs to do to improve further

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

- revise the lunchtime routine to help ensure that it meets the needs of all children so that they do not become restless
- create more opportunities for younger children to fully participate in group activities, to help keep them engaged and extend their learning further.

Inspection activities

- The inspector observed children at play and staff interactions throughout the inspection.
- The inspector spoke with parents and staff at appropriate times.
- The inspector looked at samples of documentation, including policies, staff qualifications, suitability records and progress records of children.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

The management team monitors the development of all children efficiently to identify any gaps in their learning. It acts promptly to organise extra support, working effectively with outside agencies. The manager makes good use of observations of practice and regular meetings to help monitor staff. Staff receive very good support, including training from the manager, to contribute towards improving the quality of their practice. Safeguarding is effective. Staff have a clear understanding of the procedures to follow should they have any concerns about children's safety or welfare. Staff are reflective in their continual evaluation of their practice. They welcome and include the views of others when making changes to improve outcomes for children.

Quality of teaching, learning and assessment is good

The enthusiastic staff provide a good range of resources and activities to help children make progress in their learning. There are many opportunities for children to share their experiences, such as through a wide variety of role play activities. For example, children enjoy playing different characters as they act out shopping. Staff skilfully join in this play and support them to understand the value of money. Staff promote children's early writing skills well. For example, children use paint brushes and water to make marks on the wooden fence, developing physical skills needed for writing. They also use a variety of resources such as clipboards, marker pens and large chalks.

Personal development, behaviour and welfare are good

Settling-in procedures are very effective. This helps staff to build trusting relationships with the children. Staff are very kind and caring towards the children. They give clear rules and expectations for behaviour. They are good role models and teach children to share and take turns. This contributes positively to children's understanding of managing their behaviour. Staff promote children's independence well. For example, children pour their own milk and learn to use knives to cut bananas during snack time. Staff consistently remind children to be careful of the knives. Children develop good hygiene routines. They wash their hands regularly and learn to brush their teeth after meals.

Outcomes for children are good

All children, including those who have special educational needs, make good progress in relation to their starting points. Children are well prepared for their move on to school. For example, they are very confident in sharing their opinions, and staff value their unique ideas. Older children confidently recall and sequence stories and learn to write their names. They also acquire early mathematical skills, such as adding and subtracting.

Setting details

Unique reference number	EY492522
Local authority	Bromley
Inspection number	1022693
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	25
Number of children on roll	39
Name of provider	Parker's Pre-Schools Ltd
Date of previous inspection	Not applicable
Telephone number	07909991595

Tiddlywinks Pre-school at Poverest registered in 2015. It is situated in Poverest Primary School, Orpington, in the London Borough of Bromley. It is open on weekdays from 8.30am to 4pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs four staff, all of which hold appropriate early years qualifications at level 2 and above.

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