

Tysoe Children's Group Limited

The Old Fire Station, Main Street, Tysoe, Warwickshire, CV35 0SR



Inspection date

10 January 2017

Previous inspection date

12 December 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 environment is exciting and there is a warm, family atmosphere. Children form strong emotional attachments with their key person and other staff. Children are secure, happy and settled.
- Staff are good role models and help children understand expectations, rules and routines. Children learn to be kind to each other, take turns with toys and use good manners. Children of all ages behave extremely well.
- Partnerships with parents are excellent. Parents value the staff highly and appreciate how well they meet the needs of families. Staff ensure that parents are well informed about children's progress and know how to support learning at home.
- The manager is knowledgeable and passionate about continually improving the pre-school. She seeks the views of children, parents and staff to aid development planning. Future development plans are well considered to drive standards even higher.
- Staff place a high priority on developing children's speaking and listening skills. They consistently model and repeat words for younger children and engage older children in conversation.

It is not yet outstanding because:

- Adult-led activities are not always planned and organised effectively enough to hold the interest of all children.
- Links with staff at other early years settings that children attend have not been fully established to help promote consistency when supporting children's learning.

What the setting needs to do to improve further

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

- review the planning and organisation of adult-led activities so they maintain children's focus and attention
- extend links with other early years settings that children attend to enable effective information sharing.

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

Inspector

Trisha Turney

Inspection findings

Effectiveness of the leadership and management is good

The manager leads an enthusiastic team that inspires and motivates children and each other to create a happy and successful learning community. Safeguarding is effective. Staff understand the procedures to follow if they have any concerns about a child's welfare. They know what to do if there is an allegation made against a member of staff and can recognise the signs of abuse and neglect. There are good systems in place for tracking the progress of children. Staff are quick to recognise any gaps in children's learning and seek the help of other professionals when it is needed. Staff have varied opportunities for continued professional development and these have a positive impact on the quality of teaching. They feel well supported and are keen to expand their knowledge and skills further to benefit children.

Quality of teaching, learning and assessment is good

Most staff are qualified and have a good understanding of how children learn. From their interactions with children and their regular observations, staff accurately assess how well children are progressing in their learning and development. Staff follow up effectively on what children need to learn next and plan a wide range of stimulating activities. Staff support children who speak English as an additional language well. For example, staff learn and use key words in individual children's home language. Staff work hard to teach older children early writing skills. Children enjoy drawing pictures and some are keen to label what they have drawn as they ask for help to write 'teddy bear'.

Personal development, behaviour and welfare are good

The small, longstanding staff team is extremely kind, friendly and nurturing. Children thrive in the staff's care. Staff offer children plenty of cuddles and reassurance if they are upset or simply need comfort. This helps children to feel emotionally secure. Staff consistently encourage children to do things for themselves. For example, staff closely supervise children as they use knives to cut up fruit at snack time. Younger children smile with pride as they successfully put their coats and boots on independently before outdoor play. Staff help children develop an understanding of how to lead healthy lifestyles. Children are provided with a variety of nutritious snacks and staff encourage children to try fruit they have not eaten before. Staff and children discuss which countries they think the fruit comes from. Children explain that some fruit grows on trees in hot countries. The outdoor play area is well organised with a wide variety of activities and resources to promote children's physical development.

Outcomes for children are good

All children, including those in receipt of additional funding, make good progress from their starting points. Children are becoming confident talkers and display good social skills. Early mathematical skills are emerging as children learn about numbers and quantities, for example, as they play with sand and water. Children are provided with plenty of freedom to express their ideas and thoughts. This helps to develop their language and promote their self-esteem. Children are beginning to write and learn initial letter sounds. Children are well prepared for the next stage of their education, including the move on to school.

Setting details

Unique reference number	EY284242
Local authority	Warwickshire
Inspection number	1059670
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	50
Number of children on roll	27
Name of registered person	Tysoe Children's Group Ltd
Registered person unique reference number	RP518260
Date of previous inspection	12 December 2012
Telephone number	01295 680624

Tysoe Children's Group Limited was registered in 2004. The pre-school employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds level 2. The manager has early years professional status. The setting operates five days a week from 8am to 6pm for 50 weeks a year. During term time, children are offered pre-school sessions from 9am to 4pm. The before- and after-school club operates from 8am to 9am and 3.30pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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