



# **TLC Neighbourhood Nursery and Family Learning Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY310537
<b>Inspection date</b>	01 March 2006
<b>Inspector</b>	Permjit Tanda

<b>Setting Address</b>	T L C College, Dunstall Heights, 1 Dunstall Road, Wolverhampton, West Midlands, WV6 0LZ
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**Telephone number**

**E-mail**

<b>Registered person</b>	TLC College
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

TLC Neighbourhood Nursery and Family Learning Centre opened in July 2005. It operates from a purpose built building with two base class rooms and an additional play room in Wolverhampton. There are local shops, a park and schools within walking distance. The nursery serves the local community and surrounding areas.

Currently there are 69 children on roll. This includes six three-year-olds and one four-year-old. Children attend a variety of sessions. The setting supports children with

special needs and children who speak English as an additional language.

The nursery is open five days a week throughout the year with the exception of bank holidays and a week at Christmas. It is open daily from 07:30 to 18:00.

Twelve staff work directly with the children of whom all have an appropriate Early Years Qualification. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. The good adult support and guidance helps children gain an understanding of hygiene and they become increasingly independent in their personal care. As part of the daily routine children learn about the importance of hand washing.

Children enjoy physical activity and benefit from the use of toys such as cars, tricycles, rockers and slides. Children develop control and co-ordination through the use of small equipment such as balls, hoops and cones. Staff work well with children to explore, test and develop the children's physical control. Children learn to move their bodies to music and learn to negotiate space and avoid obstacles. For example, staff support and encourage a group of children to move on the floor pretending to swim. Staff promote the idea of physical exercise well. Children experience a range of music including classical, country and music from other cultures to help them move creatively. Older children develop a positive attitude towards physical exercise and learn to recognise the changes that happen to their bodies when they are active. For example, children take part in regular yoga and aerobic type sessions. They move confidently, imaginatively and safely.

Children have access to drinking water and milk and enjoy a good range of fresh fruit at snack time daily. Meals are freshly prepared and of a high standard. They are well balanced, nutritious and take account of the individual and cultural needs of all children. Children learn about healthy foods through discussion at meal times.

Children are able to sleep and rest according to their needs throughout the day.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Risks of accidental injury to children are minimised because staff are vigilant and supervise the children well. They use detailed risk assessments to reduce potential hazards in the environment. Children are able to move safely and freely around the nursery. The outdoor play area is safe and secure and staff achieve a balance between freedom and setting safe limits for example, children know they are not to play with the nappy bins stored in the area therefore learn to keep themselves safe.

Children use good quality equipment appropriate to their age and stage of development. All resources and equipment are checked and monitored regularly for safety. However the use of the slide needs particular attention as children are not always able to use it independently and freely due to safety.

Children are protected by staff of who all have a good understanding of child protection policies and give good priority to children's welfare. All the required policies and procedures required for the safe management of the setting are in place and regularly updated.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

All children arrive happy and eager to participate. Those who are new to the nursery or room are helped to settle by staff that are sensitive towards their individual needs. Children make steady progress because staff recognise the uniqueness of each child. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self.

Babies under two years explore and discover through a varied range of creative activities daily such as sand, water paint and flour. Babies are exposed to new experiences for example, staff encourage them to explore cotton wool and paint on foil at the table, and whilst some babies are reluctant others delight in the feel of the paint and tearing the foil. They make contact with adults and gain their attention. Staff build and support their early communication through singing, more established babies are interactive whilst others observe with wonder. Babies who are not mobile benefit from a separate area within the room, this allows them the freedom to explore and investigate safely. Although staff plan weekly to ensure babies experience a wide range of activities promoting all areas of learning. They do not always actively engage children to make the most of the experience provided or effectively plan for the development needs of the more able babies.

Two to three-year-olds are cared for in the same room as three and four-year-olds therefore they benefit from the broad range of activities and play experiences. Children are independent and make appropriate use of what is available during child initiated play. For example, they thoroughly enjoy playing in the role play area in groups. They access activities of their choice and whilst some children make good use of what is available others do not show good levels of concentration or involvement in their play. Some children flit from one activity to another and on occasions become boisterous. Whole group times are not always successful due to the varying developmental and learning needs of the children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children show appropriate levels of concentration and are interested by a varied range of stimulating activities. They access a good range of resources, which support their learning. Children show an interest in what they do and are self-assured in their play and confident to try new experiences. Children show an interest in books and stories in small groups. Whole

group story times sometimes lack challenge for the more able children because often it does not cater for the mixed ability of the group. Some children use marks readily through the creation of a writing area and older children learn to write their own names. Children are exposed to written labels within their environment and therefore begin to understand print carries meaning. Systems to encourage children to learn to recognise their names are in the early stages and still developing. Opportunities for more able children to link sounds to letters of the alphabet are limited. Children have daily opportunities to paint, draw, mould dough and make collage using a range of arts and craft materials to create their own work. Children use their imagination through dance, music, design and role play. They make good use of the space and props made available to support their play in the domestic area.

Children gain confidence in counting during daily situations such as counting cups at snack time and respond enthusiastically during number rhymes. Children begin to use mathematical vocabulary such as, big and small. Opportunities to extend their skills in early calculation and problem solving through daily routines are less well planned. Their physical skills develop and improve through a variety of experiences, including dance and movement. Children handle tools, objects and build and construct assembling and joining materials. Children begin to explore and investigate using their senses and learn to identify features of the natural world. Children experience floating and sinking objects in water. However regular opportunities for more able children to question why things happen and how they work are not planned effectively.

Some staff have a sound knowledge of the Foundation Stage and help support less experienced staff. A system for planning activities has been introduced and some staff are developing their knowledge of how to use it. Overall staff plan a satisfactory range of activities covering all six areas of learning which helps children make steady progress. Staff spend much of their time interacting with the children. However, sometimes they fail to recognise the learning potential of activities and the learning intention is unclear. Focused activities are undertaken by staff according to their key worker groups this include two, three and four-years-olds. This system does not allow for staff to effectively meet the learning needs of the three and four-year-olds, as much time is spent trying to keep the whole group engaged. Staff provide an inviting environment that is well organised to help children become independent. Children spend much of their time engaged in child-initiated activities and therefore a balance of adult-lead activities is not achieved. They use effective systems to observe, monitor and record children's achievements and are in the early stages of planning experiences that help children take the next step in their learning.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect their individuality. Staff work well as a team and with other professionals to meet the needs of children with special needs. Children who speak English as an additional language are supported well through the use of bi-lingual staff. Children's behaviour is good. Staff support children in sharing and turn taking. They have high

expectations and set consistent boundaries for the children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Staff increase children's understanding of right and wrong, they respond to gentle reminders to care for their environment, the nursery resources and each other.

The children have good opportunities to learn about themselves, each other and the world around them through planned activities. Children have been involved in celebrating various festivals including Christmas, Diwali and Chinese New Year. Children have access to a variety of resources depicting positive images of diversity. Children experience tasting foods and listening to music from a variety of cultures which develops their understanding of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development well.

A good partnership with parents contributes to the children's well-being in the nursery. Staff actively seek parent's views about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure that all parents know how their children are progressing and developing. Children benefit from the involvement of their parents in projects, which contribute to their good health, safety, development and learning.

## **Organisation**

The organisation is good.

The leadership and management of the setting are good. They have a commitment to building on the good practice in care and a vision to improve the education for all children through staff training.

All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed.

Children benefit from a committed staff team who are effectively inducted and supervised. Staff are deployed appropriately meeting the individual needs of children. There is a commitment from the whole staff team to continuous improvement and development. They regularly reflect, monitor and improve the quality of their care. The good quality of the provision means that the nursery meets the needs of the range of children who attend well.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- conduct a thorough risk assessment on use of the large slide outdoors
- ensure staff plan effectively to meet the children's individual development needs within the group

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- consider the organisation of whole group sessions and focused activities to ensure staff are able to meet the varying learning needs within the group
- provide increased opportunities for more able children to extend their learning paying particular attention to communication, language and literacy, mathematical development and knowledge and understanding of the world.
- increase the staff's knowledge of the foundation stage

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