

# TLC Neighbourhood Nursery and Family Learning Centre

Inspection report for early years provision

---

**Unique reference number**

EY310537

**Inspection date**

02/07/2009

**Inspector**

Rebecca Johnson

**Setting address**

T L C College, Dunstall Heights, 1 Dunstall Road,  
Wolverhampton, West Midlands, WV6 0LZ

**Telephone number**

01902 714433

**Email**

**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

TLC Neighbourhood Nursery and Family Learning Centre registered 2005 and is run by the company TLC College. It operates from two adjacent buildings on a site in Wolverhampton, West Midlands. The premises are easily accessible and all children share access to a secure enclosed outdoor play area.

The setting is registered to care for a maximum of 82 children, there are currently 40 children in the early years age group on roll. The nursery is open each weekday from 08.00 to 18.00, 52 weeks of the year. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The setting employs 13 members of staff, all of whom hold appropriate early years qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is currently developing its links with other Early Years Foundation Stage (EYFS) providers. It receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The setting is wholly inclusive and the uniqueness of each child is recognised and met. Children make good progress in their learning as they experience a range of stimulating activities which meet their interests and developmental needs. Practitioners are fostering good partnerships with parents and outside agencies. Systems are in place to monitor and evaluate the practice within the nursery to ensure continuous improvement is sustained.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the use of pertinent observations and assessments in order to plan activities to meet children's individual needs
- consider the organisation of mealtimes to ensure that all food is served at the correct temperature.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all documentation is correctly and fully completed to maintain the safety and welfare of children with specific regard to medication and accident records. (Documentation) (Also applies to the compulsory part of the Childcare Register and the voluntary part of the Childcare Register)

31/07/2009

## **The leadership and management of the early years provision**

Extremely robust safeguarding policies and procedures are in place and practised effectively to ensure that children are very well protected. Practitioners are diligent in child protection matters and procedures for vetting and assessing the suitability of staff are stringently implemented. Risk assessments are in-depth and cover all areas to ensure that children are able to move freely and safely within the setting and when on outings. In-depth policies and procedures enhance the setting's good practice and ensures the safe and efficient management of the provision. However, children's welfare is potentially compromised at times as accident and medication records are not consistently completed throughout the provision.

Practitioners are well motivated, skilled and are committed to continuous improvement. They work closely together to find and implement ways to continually develop the provision and ensure that children continue to receive a high level of childcare and education. Good systems are in place to support staff's professional development. This includes in-depth induction procedures, regular appraisals and opportunities to attend courses and workshops to further enhance staff's knowledge.

Practitioners work well in partnership with parents and other agencies in order to develop a consistent approach in meeting children's needs. Parents are welcomed into the setting and their suggestions and comments are acted upon. They participate in open days when they can experience activities that their children enjoy when at nursery. They are encouraged to be involved in their children's learning through the use of a homework pack and are invited to share their expertise with children and staff.

## **The quality and standards of the early years provision**

Children are well settled and appear happy and contented in the setting. They excitedly join in with both new and favourite activities such as making parachutes and exploring patterns on an overhead projector. Children interact positively both with adults and their peers and actively seek them out to participate in activities or to show off their achievements, for example, when making crowns with construction materials. Practitioners discuss children's starting points with parents and use this information to plan and provide a range of experiences which enhance development. Children's behaviour is good in comparison to their ages and stages of development and is supported through clear and concise behaviour management strategies. Staff act as positive role models as they offer praise and encouragement at all times and sensitively remind children to share with their friends.

Practitioners are effectively deployed throughout the setting and have developed a good balance between adult-led and child-initiated activities. The organisation of space ensures that children are able to participate in activities at their own level of understanding and development. Activities in all areas are set out to promote self-selection. For example, in the creative area older children are encouraged to

choose what paints they want and the containers to put them in. This enhances children's opportunities to develop independence and enjoyment. Children are able to move freely and safely between all areas. The setting is wholly inclusive. Children with learning difficulties and/or disabilities and those for whom English is an additional language are fully included into the setting and strategies such as the use of a translation service ensure that the needs of both children and parents are met appropriately.

Children are making good progress in all areas of learning and development with the support of experienced and enthusiastic staff who provide a range of stimulating activities to promote children's development. Planning and assessment processes in line with the Early Years Foundation Stage framework have been implemented. However, although observations are undertaken, these are not always pertinent or used to identify the next steps of learning to ensure that children move forward at a pace suitable to their individual needs. Children thoroughly enjoy activities such as a sensory area where they can explore mirrors and natural materials. They actively participate in creative experiences as they explore cornflour and make collages from glitter, feathers and material. All children have opportunities to develop early mark making skills through a range of resources which are readily available. Older children are able to count in play situations and some can count to 19 and they can recognise and name a variety of shapes.

Children understand the importance of following simple hygiene routines such as washing their hands before eating or after messy play. They are well cared for if they become sick or have an accident and there are stringent procedures in place to protect them from infection. They enjoy healthy meals and snacks which consist of a variety of fresh fruit and vegetables and procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately. However, the organisation of mealtimes means that older children do not always receive food as soon as it is prepared which potentially hampers their enjoyment of it. Children actively participate in a range of physical activities such as bikes, a ball pool and balancing equipment. They laugh excitedly as they chase and throw balls and call to staff to participate in their games. Children's self-esteem and learning is further promoted through the use of resources such as puppets who encourage children to express their feelings in a safe environment.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 1 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 1 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept) 31/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Records to be kept) 31/07/2009