

Twiglets Private Nursery School

Inspection report for early years provision

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Inspector Adelaide Griffith

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Twiglets Private Nursery School has been registered since 2009. It operates from a purpose built premises in Sutton Coldfield in the West Midlands. There is a fully enclosed garden available for outside play. The nursery opens each week day from 7.30am until 6.00pm. The nursery is open for 50 weeks of the year. It is closed for one week at Christmas and on bank holidays.

The setting is registered on the Early Years Register to care for a maximum of 30 children at any one time. There are currently 37 children aged from two years to under five years on roll. The nursery is able to support children with special educational needs and disabilities. The nursery is also able to support children who speak English as an additional language. The nursery offers education and care for funded children aged from two years.

The nursery employs seven members of staff. All hold appropriate early years qualification to NVQ level three and above. The manager holds a BA (Hons) in Education with Early Years Specialism. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making remarkable progress in their learning and development because the staff know the children extremely well. Their welfare is competently safeguarded due to a raft of policies and procedures. The self evaluation process is well established and well considered changes result in improved outcomes for children. There is a very strong capacity to maintain continuous improvement for the benefit of children and their families. The manager and staff work extremely well with parents and other agencies to ensure that children get the support they need. This leads to effective continuity of care and learning, enabling children to make considerable progress from their starting points.

What steps need to be taken to improve provision further?

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

- take steps to ensure that written parental permission is requested, at the time of children's admissions to the provision, to seek any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 05/05/2010

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

- review procedure as indicated in the action which has been set.

The effectiveness of leadership and management of the early years provision

The nursery benefits from very strong leadership and management. This has created a dynamic environment in which staff are empowered to promote children's care and learning successfully. Vetting procedures ensure that all adults working with children are suitable to do so. Policies and procedures are implemented effectively because designated staff fully understand their responsibilities to safeguard children. For example, staff are well informed about child protection issues. However, written parental consent is not in place for seeking emergency medical advice or treatment in the future for all children. This is a breach of legal requirement.

Staff are very skilled and well informed about the Early Years Foundation Stage and this underpins their ability to support children's care and learning superbly. The manager has a keen sense of purpose about what they want to achieve and has built a cohesive team that works well to fulfil the vision of providing an environment in which children flourish. Regular team meetings are held and these contribute effectively to the self evaluation process. Frequent reviews of practice ensure that staff actively explore how they are working and then make changes to address children's individual needs very skilfully. The manager and staff identify further improvements that ensure far reaching outcomes for children, for example, the development of the outdoor area.

There is a successful partnership with parents who are continually provided with information about events in the nursery. They are immensely satisfied with the care and education that children receive. For instance, parents have worked actively with the staff to encourage good eating habits and to develop children's language skills. Comprehensive systems of communication, such as, newsletters, termly parents' evenings and daily exchange of information ensure that parents are key partners in children's care and education. Parents' opinions are expressed through questionnaires and a parents' forum. Parents are frequently informed about their child's progress. The staff work purposefully with external agencies to support any additional needs that children may have. They systematically implement a variety of strategies that promote children's interpersonal and social skills. A summary of progress towards the early learning goals is prepared for all children when they leave the setting for school.

The quality and standards of the early years provision and outcomes for children

Children relish their time at the nursery where they freely access toys from the wealth of available resources. Staff take their lead from the children for most activities, ensuring that children learn and develop at a pace that is best suited to their individual needs. They have ample opportunities to explore play with a vast variety of materials and resources. At the sand tray they focus on rotating wheels

as the sand pours out of funnels and they are encouraged to explain what they see. This means that children's critical thinking skills are extremely well stimulated through play. Some children are very good at developing play with peers. They sit together to look at books and others maintain concentration for considerable periods whilst attempting to complete puzzles. All have opportunities to engage in mark making as they access writing equipment spontaneously.

Children also participate in adult led play. Staff often plan activities around themes, for example, transport. Children's learning is effectively extended because staff make use of wide ranging methods to promote their understanding. They talk with children about the form of transport used for arriving at nursery. Their creative skills are effectively promoted by paintings that reflect their interpretation of cars. In a large group activity staff focus on the recognition of the first letter in the word 'car'. Children are developing problem solving skills by singing about frogs and consistently take away one until none is left. All children have opportunities for outside play where their learning and care is continued effectively. Their imaginative skills are given free rein as they sit in small groups and beat drums with vigour. They ride around on bikes, jump confidently on low trampolines and are encouraged to take risks in a safe environment. For instance, more able children climb onto the tunnel and off again without adult intervention. Children are developing an awareness of maintaining their own safety and that of others due to reminders to ride bikes carefully at all times.

Children's understanding of sustainability is significantly promoted. They have opportunities to grow plants and remain focussed whilst digging in the soil. The setting is proactive in helping children to learn about the world around them. Activities include designated days for serving foods that reflect other cultures. The awareness of other countries is reinforced through discussions about the colour of flags. The nursery has an ethos of promoting healthy options. Children are consistently encouraged to drink water and also to choose from a good selection of fresh fruits at snack time and for dessert. Children's independence is robustly promoted as they take responsibility for their personal hygiene. Others enthusiastically join in with tidying away and sweep up sand following play. Children cooperate and play very well together and good behaviour is encouraged due to highly effective strategies used by experienced staff to manage unacceptable behaviour.

Staff have built firm relationships with children who feel secure in the setting. The successful key worker system ensures that staff nurture children's social and emotional wellbeing. This creates an environment in which they are more inclined to be involved and to concentrate during activities. Staff are committed to promoting children's care and learning to a high standard. For this reason they frequently carry out observations of children's learning. The information gained is used to plan further activities according to their individual needs. A comprehensive system is available to monitor the development of all children and this is used to ensure that targets are set and met for each child. Additional support is in place for all children to ensure that they achieve their potential. Challenges are appropriately included for children. For example, for those who count and recognise numerals consistently, staff have included activities that promote the skill of adding and taking away numbers. Where children have not yet attained

specific skills staff adapt activities and this approach provides opportunities to achieve. Owing to the skilful intervention children are making significant progress towards the early learning goals.

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

The overall effectiveness of the early years provision

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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