



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 224215**

**DfES Number: 582347**

### **INSPECTION DETAILS**

Inspection Date      23/02/2004  
Inspector Name      Mary Anne Henderson

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Twyford Tots Nursery  
Setting Address      Twyford House,  
                         Belle Vue Road  
                         Shrewsbury  
                         Shropshire  
                         SY3 7NP

### **REGISTERED PROVIDER DETAILS**

Name                      Ms Karen Jones

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Twyford Tots Nursery is situated in a large Victorian house in the Belle Vue area of Shrewsbury in Shropshire. The Nursery serves Shrewsbury and the surrounding area.

There are currently 200 children aged from birth to under 5 years on roll. This includes 66 funded 3 and 4-year-olds. Children can access a variety of sessions. There are currently no children attending who have special needs or who speak English as an additional language. The nursery opens Monday to Friday from 8:00 until 18:00 daily.

There are 33 members of staff working with the children, 26 of whom hold suitable Early Years qualifications. The staff access regular training on Early Years issues and receive support from a teacher mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Twyfords Tots Nursery provides satisfactory care for children. Staff provide a warm and caring environment and they are approachable and friendly with parents and their children. The children access a range of toys, resources and equipment to stimulate their development and support their physical needs.

Children access a range of resources that reflect positive images of diversity. Their behaviour is good and staff have high expectations, using praise and small reward strategies to promote desirable behaviour.

All staff are trained and attend workshops on a regular basis. Some staff have undertaken training in risk assessment and strive to ensure hazards are identified and reduced. Safety is given a high priority at the nursery, however, the nursery need to ensure risk assessment formats used include all elements as outlined in the National Guidance and Standards so that all hazards such as fluorescent lighting may be identified. Staff ensure the first aid boxes are checked regularly but this

should include all first aid boxes around the nursery. The nursery are to look at ways of making water available to children at all times in the nursery. Management and staff have strategies in place to support children with special needs and those with English as an additional language, ensuring liaison with parents and other professionals for consistency and continuity of care.

Positive relationships with parents were observed throughout the inspection visit and many parents provided a range of comments on the parent reply slips. Parents have access to the nursery's policies and procedures which are displayed, however some of the policies should be updated to include all elements as outlined in the National Guidance and Standards.

#### **What has improved since the last inspection?**

At the time of the last inspection, the group were asked to ensure there are effective systems for recording attendance of children, staff and visitors on a daily basis. The group have addressed this well. The group now ensure there are detailed registers showing all persons attending the nursery each day and this includes the use of a visitors book to show all persons who have been on site and the times of their arrival and departure.

#### **What is being done well?**

- Staff are qualified and attend training on a regular basis.
- Staff working with babies strive to meet their welfare needs throughout the day.
- Strategies for behaviour management work well in practice.
- There are positive relationships with parents as observed throughout the inspection and there are diaries to keep parents informed of their child's development and routines.

#### **What needs to be improved?**

- the risk assessment
- the fluorescent lighting
- contents of the first aid box
- availability of water
- the use of plates during snack times
- behaviour management policy
- complaints policy
- child protection policy.

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Ensure risk assessment includes all elements as outlined in the national guidance and standards.
6	Ensure risk assessment includes the fluorescent lighting.
7	Ensure all first aid boxes meet requirements.
8	Ensure drinking water is made available at all times.
8	Ensure snacktimes follow good practise regarding food serving.
11	Ensure the behaviour management policy provided to parents includes a clear statement on bullying.
12	Ensure the complaints policy includes the name and contact number of the regulator.
13	Ensure the child protection policy includes a clear statement on the procedures to be followed in the event of an accusation being made against a member of staff or volunteer.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The effectiveness of the education has significant weaknesses. There are significant weaknesses in children's development towards the early learning goals, particularly in creative development where progress is poor. The children have limited opportunities to explore, investigate or become involved in their play and little opportunity to select equipment and become independent. The organisation of space, time and resources restricts the children in their play and the structured routine focuses on adult-led activities, although children use the outdoor space well.

Staff praise positive behaviour and have a caring manner towards the children, but do not always deal with challenging behaviour well. Opportunities for free play are limited within the routine. Staff often miss opportunities to extend learning through spontaneous experiences.

The teaching has significant weaknesses. The staff are not aware of the Foundation Stage Guidance and do not use it when planning or assessing children. Although written plans are detailed, they do not detail the learning focus with relation to the stepping stones. Observations do not inform assessments. There is an emphasis on structured adult-led activities and the use of worksheets is excessive. Displays do not often include children's own work.

The leadership and management of the setting has significant weaknesses. The procedures for monitoring and evaluating the provision for funded children are not effective and staff within the setting are not aware of the Foundation Stage Guidance.

The partnership with parents is generally good. The setting encourages the parents involvement, providing regular information about activities and other early years issues. Parents have opportunities to access records about their child's progress at parents evenings and in the form of progress reports and planning is available on a weekly basis.

### What is being done well?

- Good information is available to parents about what the children have been doing whilst in the setting. Topic plans are sent home, with ideas about what parents can do to support the topic in the home environment.
- Staff form positive relationships with children and have a calm, caring and sensitive manner.
- Children use the outdoor area with enjoyment, utilising the equipment and resources available to develop their physical skills.

### **What needs to be improved?**

- use of time, space and resources so that children have time to explore, investigate and extend their learning in an environment which supports child-initiated activities and allows children to learn through play
- staff's knowledge and understanding of the Foundation Stage so that they can plan effectively and support children to make good progress through the stepping stones, working towards the early learning goals
- assessment systems, so that they are effective, efficient and staff can use the information about children's individual stages of development to inform future planning
- opportunities for children to develop their early reading, writing and mathematical skills, explore media and materials, use their imagination and develop their independence and confidence
- staff's knowledge and understanding of ways to question, support and challenge children, especially more able three and four year olds, within free play and child-led activities so that they can learn effectively
- the organisation of the routine and written documentation so that staff can work directly with the children.

### **What has improved since the last inspection?**

At the last inspection, the setting was asked to allocate a specific time for staff to become involved in planning and to allow them to focus on evaluating, reviewing, consolidating and developing the Highscope approach and its impact on children and their development. Although staff have time allocated for weekly planning, plans do not use the early learning goals and staff did not know what the Foundation Stage Guidance was. The implementation of the Highscope approach is limited and children have little opportunity to extend their learning and explore through meaningful child-initiated play.

In addition, the nursery was asked to devise a system of maintaining records for individual children which is more structured in a simple, consistent form which is accessible, manageable and effective. Although there is now an extensive assessment system in place, it is not used consistently and does not inform future planning. Observations and evaluations made on individual children are not used to inform development profiles. Staff spend copious amounts of time completing these various records, but these are not used well and therefore are not effective.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children do not have time to play with aim and purpose, there are limited resources to interest them which are largely chosen by adults. They have limited opportunities to make choices about what they do, with their independence hindered by poor organisation of the space, routine and resources. Challenging behaviour is not always managed positively. Children's own work is rarely displayed and activities tend to be adult-led.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children do not have opportunities to develop their communication skills in imaginative play. Three and four year olds are beginning to recognise familiar letters within simple words, but have limited opportunities to develop their skills within free play. Some children are beginning to write, although there are limited opportunities to develop early writing skills and use of worksheets is excessive. The book area is not used to its full extent.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children count to 10 or more confidently and recognise some numerals, but do not have consistent opportunities to reinforce their learning in child-led or adult-led activities. They quickly lose interest in structured mathematical activities, which focus largely on worksheets. Children are beginning to recognise elements of shape, but there is little evidence to show a developing understanding of calculation and problem solving.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children have limited opportunities to choose to explore, design and build within their play. Resources are not always freely available to help them develop their skills. Opportunities are missed to look, explore and investigate. Toys and resources to promote understanding of information technology are available but not used effectively. Children are beginning to have an awareness of culture and beliefs through planned activities.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children move with ease and confidence in the space available. They balance, run, walk and use a variety of equipment that helps them develop their physical skills. Three and four year olds use a range of materials, tools and equipment with increasing control. They are beginning to have an awareness of themselves and others, although staff could make better use of facilities, resources and extend activities to develop children's skills in this area further.

**CREATIVE DEVELOPMENT**

Judgement:	Poor
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Children do not have opportunities to use and develop their imagination due to the organisation of space, time and resources. They have limited child-initiated opportunities to develop role play and imaginary experiences as well developing music and dance skills. Children access structured activities to use materials and media, mainly adult led, but have little opportunity to do so in free play.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- There are five key issues for improvement;
- Organise time, space and resources so that children have time to explore, investigate and extend their learning in an environment which supports child-initiated activities and allows children to learn through play with meaningful and appropriate support from staff.
- Increase staff's knowledge and understanding of the Foundation Stage so that they can plan effectively and support children to make good progress through the stepping stones, working towards the early learning goals.
- Develop and implement assessment systems which are effective, time-efficient and enable staff to use information about children's individual stages of development to inform future planning.
- Provide opportunities for children to develop their early reading, writing and mathematical skills, explore, investigate, use their imagination, particularly in creativity and develop their independence and confidence.
- Increase staff's knowledge and understanding of ways to question, support and challenge children, especially more able three and four year olds, within free play and child-led activities.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*