

# Tibberton Early Years

Inspection report for early years provision

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**Unique reference number**

EY266766

**Inspection date**

17/01/2011

**Inspector**

Angela Cole

**Setting address**

Orchard Rise, Tibberton, Gloucester, Gloucestershire, GL19  
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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

Tibberton Early Years opened in 2003 and is under private ownership. It operates from designated premises within the site of Tibberton Primary School, Tibberton in Gloucestershire. The enclosed outdoor space includes a shared covered area and a garden for children's outside play. The children have access to school facilities, including hall, forest sites and wildlife garden. The nursery opens during term time only on Monday, Tuesday, Wednesday and Thursday from 8.45am to 1pm and on Friday from 8.45am to 12 noon. There is a Rising Fives session on Thursday from 1pm to 3pm in the summer term in partnership with the school.

The nursery is registered by Ofsted on the Early Years Register. A maximum of 20 children in the early years age group may attend the nursery at any one time.

There are currently 25 children aged from two years to under five years on roll.

The nursery currently supports a number of children with special educational needs and/or disabilities. There are five members of staff working with the children who all hold appropriate early years qualifications. The owner/manager has Early Years Professional Status and a Masters Degree in Education. Another member of staff has also gained Early Years Professional Status and two are working towards this.

The nursery has regard to the Reggio Emilia approach to learning and provides funded early education for three and four year olds. Operational links are in place with the school on whose site the nursery is located.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery offers a fully inclusive environment where children are settled, secure and extremely happy. Highly developed knowledge of their individual needs ensures that caring and enthusiastic staff successfully promote children's welfare and learning so outstanding progress is made. From a young age, children gain an excellent understanding about the importance of a healthy lifestyle and how to keep themselves safe. Most aspects of the partnerships with parents, carers and other providers are exemplary. Excellent reflection and continuous self-evaluation ensure that plans are fully focused to bring about further improvement to the provision and outcomes for children. The nursery demonstrates an excellent capacity for continued improvement in the future.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing the partnership with parents by obtaining more information from new parents about their children, to pin-point starting stages in each area of learning.

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

The staff ensure that safeguarding matters are given high priority. All staff are vetted and have an in-depth understanding of child protection issues that enables them to carefully consider the action they would take should there be any concern about a child's welfare. The nursery is a highly welcoming and stimulating environment that children explore safely. The premises are entirely secure and effective action is taken to minimise all identified hazards. Thorough risk assessments are also carried out for the wide range of outings in which children participate, for example, to the school pond, local farms and the city cathedral.

The nursery's record keeping is meticulous. Clear, comprehensive policies and procedures reflect the nursery's current practice and are easily available for parents. Hygiene practice is exemplary and healthy lifestyles for children are actively promoted. The partnership between the staff and the parents and carers is excellent overall, with all parties liaising closely to ensure the children receive the care and education they require. By working closely with parents, staff find out many details about new children, though not specifically about their stage in each area of learning. Families report their immense satisfaction with regard to the information they receive about children's progress. They highly appreciate the efforts made to share their achievements, for example, through daily use of setting-to-home learning journals. Substantial work with other providers that deliver the Early Years Foundation Stage results in excellent continuity of care that considerably benefits all children. The nursery's management is exceptional. As a result, staff make excellent use of time and resources to fully meet the children's needs. Through the highly supportive key-person system, staff actively promote equality and diversity. They monitor activities and assessment rigorously to ensure children are fully integrated and achieve to the very best of their ability.

The dedicated staff are, overall, highly qualified and continue to access training to increase their high level of knowledge with regard to early years. They have excellent working relationships and are highly motivated. They make exemplary use of ongoing reflection through in-depth self-evaluation in which all parents and children participate significantly, as their views are highly valued. This helps the staff to fully identify the nursery's strengths and accurately target plans for the future, for example, to extend facilities for children's creativity. The nursery demonstrates an excellent capacity for continued improvement in the future.

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

Children make outstanding progress in relation to their capabilities and starting points. This is because the teaching is rooted in expert knowledge of the learning and development requirements and full understanding of how young children achieve. Exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that fully meet all children's needs. For

example, a child who was fascinated by spinning is encouraged to take photographs while whirling around and of her collection of spiralling objects, including snail shells and cones.

Assessment through high quality observations is rigorous and the information gained is used very effectively to guide planning that arises directly from each child's interests. Robust monitoring systems ensure that children continue to make maximum progress in each area of learning. Staff interaction is outstanding so children have fun and are fully challenged to develop. They focus on children's responses through activity and discussion and offer challenging questions about their interests, including 'What do you think? Can you tell me?' Children are active learners, choosing from the wealth of accessible, stimulating equipment and concentrating for long periods at each activity, including writing 'prescriptions' at the 'doctor's surgery'. Their learning is enhanced by combining resources, such as recording of songs found in books. They are fully encouraged to persevere by staff's calm focus that enables them to have space and time to work things out for themselves, for example, how to build ramps and compare speeds and distances travelled of different objects.

From a young age, children are highly motivated to be creative and to think critically. Their interest in music is fostered enthusiastically through action rhymes and rhythmic dance. They explore exciting materials in ongoing projects, such as designing a 'pirate's ship' and 'treasure maps', and tell complex stories in imaginative play with small world toys. Excellent learning arises from routines, such as snack-time, for reinforcing learning about shape and number. Staff continually make exemplary use of spontaneous opportunities; for example, children gain confidence to care for the nursery rabbits and create illustrated stories about these. They notice minute details, including how ice forms on the pond underneath the snow and how worms move along by squeezing their bodies. The children gain an excellent understanding of how to lead a healthy lifestyle. They tell others the reasons for adopting hygiene practices and talk about the importance of taking care of their bodies, for example, in colder weather. Children are very active and gain a very good understanding of the benefits of physical activity. They gain excellent skills to climb, balance, hang and jump using challenging physical equipment. All year round, they have free access to the outdoors with space to hone their manoeuvring skills and designated areas for digging and growing. Children engage in many cooking activities and gather and prepare food, such as fruit and vegetables, to include in their meals. They know the importance of making healthy choices about what they eat and drink, and discuss foods that are good for them.

Children are very settled and quickly become completely absorbed in their play. They feel safe at the nursery and gain an excellent understanding of issues relating to safety, for example, through frequent practices of responding in an emergency situation. They responsibly take risks in controlled circumstances when using real tools, such as scissors, table knives and spades, and in weekly 'forest school' activities on site and in the village.

Children have outstanding opportunities to develop awareness of their responsibilities and play a full part in the life of nursery. They immensely enjoy their learning and show a strong desire to participate and make choices. Staff are highly skilled and sensitive in their management of children and their behaviour. As

a result, children behave in ways that are safe for themselves and others, as they cooperate, share positive rules and learn to negotiate by themselves over favourite resources. Staff are excellent role models so children develop high levels of self-esteem and respond to be kind, polite and considerate. The nursery is highly successful in enabling children to develop skills that will support them in the future. Children gain excellent early language to communicate their ideas and to solve problems as these arise in their play. They learn new vocabulary, such as 'spine' and 'skeleton', play 'I spy', recognise others' names and delight in telling stories. Children's awareness of numeracy and spatial learning are heightened through challenges to notice details, such as three-dimensional shapes and the relative numbers and sizes of equipment. They are highly conversant with technology, using torches and computer programs to enhance their learning. Each day, they take highly defined photographs of their activities that are skilfully used by staff to stimulate the children's own evaluation of the morning's activity and plans for their next session. Throughout their time at the nursery, children are enabled to work independently superbly and hone their self-care skills so they are ready and confident to move on to the next stage.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
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	1
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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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