

# In B Tweenies at Areley Kings

Inspection report for early years provision

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**Unique reference number**

EY412975

**Inspection date**

21/09/2011

**Inspector**

Diane Hancock

**Setting address**

St. Bartholomews C of E Primary School, Princess Way,  
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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**

In B Tweenies at Areley Kings was registered in 2010. It operates from a classroom within St. Bartholomews C of E Primary School in Stourport-on-Severn. Children have access to a fully enclosed outdoor area and other facilities within the school.

The setting is registered by Ofsted on the Early Years register to care for 20 children in the Early Years age range from 2 years old. The setting operates all year round. There are currently 29 children attending who are all within the Early Years Foundation Stage, of these 18 are in receipt of funding. Opening hours are Monday to Friday 8am to 5pm all year round. The setting serves both the local and surrounding areas and can collect and deliver children to St Bartholomew's nursery.

The setting employs seven childcare staff, of whom two hold a foundation degree in early years, four staff have National Vocational Qualification (NVQ) Level 3 and one has a NVQ Level 2. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children thrive in this friendly and vibrant pre-school where they make exceptional progress. A high priority is given to meeting children's individual interests and needs as they enjoy a superb range of resources and activities across all areas of learning. Children's welfare needs are extremely well catered for and all welfare requirements of the Early Years Foundation Stage are met. Parents are extremely well informed and closer working with parents continues to develop. Staff have excellent working relationships with other agencies and professionals. They constantly evaluate their practice, make ongoing changes and demonstrate a high capacity to improve.

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

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

- promoting further the partnership with parents by developing ways of involving parents within the setting.

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

Children are very well protected as staff give children's welfare a very high priority and follow safeguarding procedures when they have concerns about a child. Staff

give highly effective support to families and attend multi-agency meetings to ensure childrens needs are met. All staff have completed Criminal Record Bureau checks and the owner carries out stringent procedures in relation to recruitment, a formal induction and thorough, regular appraisals to ensure staff are suitable to work with children. Highly effective deployment of staff, with clear roles and responsibilities, promote a smoothly run setting. Staff ratios are met, ensuring children are well supervised. Children are cared for in a safe environment with thorough risk assessments and procedures in place. Careful reviewing of practice and constant improvements are made, including to the layout of resources to minimise the risk of accidents. All documentation, including policies and record keeping, is extremely thorough and effective at ensuring the welfare needs of children are met. Children are cared for in a clean environment with appropriate hygiene procedures in place and have their health and care needs well attended to.

Staff know the children very well, they are highly qualified and experienced to promote the learning and developmental needs of the children. Individual learning targets are identified through regular observations and assessments, and interesting activities in their key groups or as a whole are planned. Gathering information on the views and interests of children is given a very high priority, ensuring children are valued and creates an environment where they are keen to learn and explore through their play. Resources are easily accessible for children to choose what they want to play with, moving freely both indoors and outside for much of the day.

Daily discussion, regular parent meetings, sharing of progress reports and learning journeys, a welcome pack and newsletters ensure parents are extremely well informed of the care their children receive and the progress they make. The sharing of individual learning plans and play ideas, such as homemade play dough, ensure parents are very well placed to continue their child's learning at home. However, there is a limited involvement of parents within the setting which inhibits the working relationship between parents and staff. The views of parents are actively sought and acted upon, for example, trialling different ways of sharing information effectively on a daily basis to meet the needs of all parents. They comment on how happy and settled their children are. Staff work highly effectively with other professionals from early years settings and agencies to ensure families are supported and children with additional needs are very well cared for and make significant progress.

Staff strive to develop the service they provide and regularly reflect on their practice. They have made improvements to planning, the attractiveness and layout of the environment and resources. Parents, children and staff actively contribute towards the ongoing self-evaluation.

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

Children have a fantastic time at this welcoming and friendly setting where they get engrossed in their play and make excellent progress in all areas of their

learning and development. Crafts and mark making opportunities are readily accessible so children can enjoy painting and sticking when they wish, developing their own creativity. Young children enjoy exploring textures such as shiny beads in the sand, jelly and custard and playing in the digging pit. Children have a positive sense of belonging and develop good relationships with their key persons as they spend time reading stories and playing games in their key group. Children behave very well and make excellent progress as they all know and respond well to the key rules. Children develop pride in their achievements, progress is celebrated as a group daily with stars and stickers to take home and their work and photographs are displayed. Children develop their social skills and form friendships as they play well together. They demonstrate kindness as they encourage new children to join in with games, such as hide and seek. Fine motor skills and independence are encouraged as children put on their shoes and coats, use a knife and fork, complete challenging jigsaws and access activities to meet their interests.

Children's ideas for activities and how they want the room to look are eagerly acted upon, such as designing a cake on the computer, having a beauty salon and a dark cosy book corner. Children listen well and enjoy stories, interacting well with staff, and the use of puppets. They are sociable and confident speakers who express their views clearly. Children interact well with the staff and play games together, such as acting out favourite stories. Children develop highly technical skills as they play mathematical games on the interactive white board and the laptop. They learn mathematical concepts when counting pictures in stories, checking the numbers of children present, drawing around the shape tiles, playing with the raffle books and shopping till, counting how many plates are needed for snack and looking at house numbers when on local walks. These skills will help prepare children in their future lives. The setting has excellent links with the nursery, school and children's centre and share events, such as parent meetings, nativity and a police car visit, which aids children's transition.

Children are inquisitive about the natural world as they blow bubbles in the wind, observe a spider, handle ducklings and watch the frogs developing. They enjoy local woodland and make daily use of the school playing field. Children develop their physical skills as they have plenty of opportunity to balance, including the jungle gym. Children develop healthy lifestyles as they choose to spend a lot of time playing outside in the fresh air. Healthy eating is promoted with the children in the role play area and through healthy lunchboxes. Children benefit from the nutritious meals and snacks the school provide. They have an excellent understanding of hygiene as they discuss the importance of hand washing and follow good practice. Children learn about keeping themselves safe as they help tidy away, remember the rules, practice fire drills and walk safely around the grounds and premises.

## 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

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

<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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