

# Tweenies Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY255577

**Inspection date**

24/10/2011

**Inspector**

Mary Kelly

**Setting address**

70-72 Church Street, Evesham, Worcestershire, WR11 1DT

**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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*.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Tweenies Day Nursery opened in 1986 and was registered under the current partnership ownership in 2002. It operates from a number of rooms in detached premises in the town of Evesham. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday, all year round. Sessions are from 7.30am until 6.10pm. Out of school sessions are from 7.30am until 9am, 3pm until 6.10pm in term time and 7.30am until 6.10 in the school holidays. Children are able to attend for a variety of sessions. A maximum of 52 children may attend the setting at any one time. There are currently 62 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over 5 years to 10 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 14 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and eight at level 3 or above. 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 enjoy their time in this friendly nursery setting and make good progress towards the early learning goals. Children are happy and secure at the setting where their safety and security is actively promoted. Effective relationships with parents and carers ensure that each child's individual needs are known and provided for. The manager demonstrates a positive commitment to ongoing, continuous improvement and to improve the experiences of children attending the setting. Overall, a welcoming and fully inclusive service is provided.

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

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

- develop strategies to improve partnership working with other settings that children attend
- ensure that all people responsible for preparation and handling of food have an up-to-date qualification.

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

Staff demonstrate a positive commitment to safeguarding, supported by ongoing training and clear procedures to record and report any concerns. Children are safeguarded by appropriate recruitment and vetting procedures, including suitable induction procedures for new staff. Criminal Record Bureau checks are in place for all established staff and newly appointed staff are appropriately supervised whilst waiting for their checks to be returned. Ongoing professional development is encouraged and all staff have good levels of qualification and experience.

However, some staff, including the cook, do not currently hold an appropriate food safety qualification. This could affect children's good health. Children's welfare is appropriately protected because effective risk assessments are conducted and used suitably to ensure that action is taken to manage or eliminate potential risks. Staff are well deployed throughout the setting and are vigilant about arrival and collection procedures. Children's health, safety and well-being is effective, by the maintenance of records and the appropriate implementation of policies and procedures. This includes detailed accident and medication records and records of who has legal contact and parental responsibility. This ensures children's welfare.

All staff are enthusiastic, dedicated and work well together as a strong and supportive team. They are focussed on providing good quality care and education for all children. Positive outcomes for children are credited to the good use of time, space and resources. An interesting and well-equipped environment positively reflects children's backgrounds and the wider community. The setting places inclusive practice at the heart of its ethos. Staff know the children well and they have an excellent knowledge of their individual needs. All children are valued and engage in a wide variety of activities and experiences which helps them to learn about and understand the society in which they live. The setting continually evaluate their practice and the manager and staff give appropriate focus on raising achievement, clear priorities for improvement and promoting outcomes for children. The setting has made improvement since the last inspection, taking into account the recommendations made. This demonstrates capacity to make ongoing continuous developments to benefit the children.

Partnership with parents is a strength at this setting and thoughtful settling in procedures ensure children are happy and feel a sense of belonging. Settling-in establishes individual arrangements agreed with parents and carers until the children have settled. The pre-school children make 'Marvellous Me' boxes which help the children settle quickly. Staff have systems in place to work in collaboration with external agencies to provide inclusive, appropriate care and learning experiences for each child. However, there is scope for continuing to develop partnerships with other providers of the Early Years Foundation Stage to ensure that the children receive continuity of care and learning. Parents and carers receive detailed information about the setting and are well informed through daily diaries, record sheets, verbal communication and regular newsletters. Parents are well informed about all aspects of their child's achievement and development. Parents state that they are 'happy with the information sharing, including conversations with staff and newsletters' and 'excited for the coming forest school's training'.

Parents are encouraged to be involved with their child's learning and contribute to plans for future learning.

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

Children make good progress in their learning and development and benefit from well planned activities that cover all six areas of learning. Staff concentrate on children's confidence and self-esteem, which encourages a positive outlook towards learning. Staff interact positively with the children. They involve themselves in their play and offer appropriate support to develop their play and learning. Staff have a good understanding of the Early Years Foundation Stage learning and development requirements and how children learn and make progress. Children's starting points are gained and recorded in the individual child's profile and assessment through observation is an integral process to supporting children's individual progress. The information gained through observation is used to effectively plan and meet the needs, interests and abilities of individual children.

Children are happy and interested in the wide range of activities on offer. They have opportunities to choose what they would like to do and respond to the challenge appropriately. A good balance of adult-led and child-initiated activities enable children to become active learners and develop skills to think critically. Children in the pre-school have opportunities to share their ideas and thoughts for forthcoming topics with staff and each other, and staff ensure that they know what the younger children are interested in and plan accordingly. Children listen well to each other, are able to wait and take turns. Children's understanding of numbers is developing well through everyday activities. They count whilst playing and explore shape, colour, and pattern during play. Children are encouraged to recognise their own name through self-registration, and all areas have good opportunities for them to practise mark-making skills. Children develop a love of books and listen intently to their favourite stories. They have access to a wide range of books in all areas and children can freely access these. Children's creativity is fully supported through a wide range of resources for art and craft, music, dance a variety of role play and dressing up. The babies enjoy songs whilst waiting for snack. Older children enjoy using instruments whilst singing and are able to play their instruments quietly and noisily. Children enjoy painting and use a variety of techniques, for example, hand prints and ball printing. Children's knowledge and understanding of the world is good. They grow plants and have successfully grown tomatoes that the children have picked and eaten. Opportunities to use information and communication technology are available to all ages of the children attending. Good attention is given to children's physical activity, both indoors and outdoors. A separate free-flow garden area is available to the children under two years of age. Children like to climb trees, ride bikes, use slides and look for bugs in the grassy garden whilst using magnifying glasses. They take care to replace logs and wooden steps after discovering slugs and woodlice underneath them. All these activities ensure that the children gain confidence in controlling their bodies, negotiate space well and become aware of the outdoor environment.

Children's behaviour is good, they are constantly praised by staff for effort and

achievements and, consequently, their confidence and self-esteem is nurtured. Children continue to learn to take responsibility for their own safety by playing in a safe and supportive environment. They understand how to evacuate the premises in the event of an emergency and are given gentle reminders of how to use equipment safely whilst playing. Children's welfare is promoted as many of the staff hold up to date first aid qualifications and new staff will gain this qualification soon. Children enjoy a range of healthy snacks, such as a choice of fruit, and older children are able to access the 'snack bar' and cut up their own fruit choice. Lunch is freshly cooked daily and is nutritious, varied and reviewed to ensure that it is seasonal. Children have access to water at all times to ensure that they are hydrated. They learn to wash their hands before lunch and snack time and staff act as good role models. Good staff interaction and effective organisation of routines helps all children gain a sense of security. Children form positive relationships with all staff and appropriate support is offered. Children who have special educational needs and/or disabilities and English as an additional language are given appropriate levels of support and staff use pictorial timetables and gestures to ensure that the children feel wholly included.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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