

Tweenie Tots 2 Community Childcare

Inspection report for early years provision

Unique reference number

EY421120

Inspection date

09/11/2011

Inspector

Jean Thomas

Setting address

English Martyrs Parish Hall, School Lane, Litherland,
Liverpool, Merseyside, L21 7LX

Telephone number

01519491225

Email

tweenietots2@hotmail.com

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.

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Description of the setting

Tweenie Tots 2 Community Childcare was originally registered in 2004 and re-registered in 2011 with company status. It is based in a church hall situated in Litherland, Merseyside. Children use two playrooms for their care, play and learning. There is a small, fully enclosed area for children's outdoor play.

The setting opens Monday to Friday during school term times and for four weeks during the summer school holidays. Sessions are from 8am until 5.45pm. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the provision at any one time all of whom may be on the Early Years Register. There are currently 72 children attending who are within the Early Years Foundation Stage. The setting provides care to children aged over five years to 11 years. The setting provides funding for two-year-olds and funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 13 members of child care staff. Of these, eight hold appropriate early years qualifications. Two members staff hold Early Years Leadership, Education and Practice degree and one holds Early Childhood Studies degree. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in this welcoming, stimulating and inclusive provision. Systems for delivering the Early Year Foundation Stage are effective, consequently children make good progress in their learning and development. The successful partnerships with parents and other professionals promote children's welfare and development. The commitment to maintaining continuous improvement is strong to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- revise the risk assessment to give more detail regarding the larger outdoor play equipment for children's safety
- revise the safeguarding policy to demonstrate the process for dealing with an allegation if one is made against any person working or looking after children on the premises
- develop further systems to work with others delivering the Early Years Foundation Stage to the children to promote continuity and progression in

their learning.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of safeguarding procedures to protect children from harm. All staff have attended training and there are designated safeguarding officers who provide leadership in this field. The safeguarding policies are shared with parents to make them aware of the setting's responsibilities. However, the policy needs revising to demonstrate the process for the requirement to deal with an allegation, if one is made against a member of staff. The setting operates a strong staff recruitment system to effectively check staff's suitability to be employed to work with children. Generally effective annual and daily risk assessments maintain a safe environment. However, the large piece of equipment in the outdoor play area has not been included in the assessment. Staff are effectively deployed and work well together as a team displaying friendly interactions with children and each other.

The Trustees, management and staff demonstrate a commitment to the continuous improvement of the quality of provision offered to children and families. Substantial improvements have been made with the refurbishment of the premises offering improved facilities and greater access for all children. The investment in a computerised Early Years Foundation Stage system assists staff in planning for individual children to support their progress towards the six early learning goals. The organisation of the deployment of staff includes key persons having time when they are not working directly with the children to complete their personalised planning. Weekly meetings are held to enable key persons to share information with the team to ensure all staff have the knowledge to meet children's individual needs and support their progression. The self-evaluation process is viewed as an ongoing tool to identify areas for improvement. Staff continue to develop their knowledge and skills through training. The list of training courses and qualifications obtained is commendable. In acknowledgement to the setting's commitment to training and developing a skilled work force they have received a Recognition of Quality Award for Work Related Learning for Business.

An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting. The strength of partnerships with parents ensures key persons have a secure understanding of children's individual needs, likes and interests. These relationships are particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. Successful relationships with other professionals involved with the children are well established and contribute to supporting children's welfare, development and to assist a smooth transition to school. However, the systems to share information with other providers delivering the Early Years Foundation Stage to the children are in place but have been less secure in promoting continuity and progression.

Partnership with parents is strong. Parents are actively involved in the policy and

decision making of the setting as they are represented at the Trustee meetings. Effective systems are in place to promote parents involvement in their child's learning and development. For example, parents are involved in the initial assessment of their child's learning and development, they contribute to their ongoing learning and development records and complete home diaries. Parents are welcome to talk to staff at any time and parent's meetings organised to discuss the children's development more formally. To further enhance this involvement meetings are held to support parents understanding of the Early Years Foundation Stage. Parents are highly complementary about staff and the provision.

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

Staff actively support children in their learning and development and create a stimulating learning environment. As a result children are motivated and participate in purposeful play and exploration. Children are confident in making independent choices and initiating their own play. Consequently, they show deepening levels of concentration as they pursue activities which sustain their interest. Staff observe children during play and use this information to identify children's next steps in learning and development. Staff have a flexible approach to implementing planning as the emphasis is to respond to children's interests and ideas. Key persons are secure in their knowledge of individual children's learning intentions and are able to promote the desired outcomes in the different activities children pursue.

Children show confidence in asking questions and engaging in conversations with staff, which supports their language and communication skills. They enjoy listening to stories and have plenty of opportunities to make marks and develop their writing skills. The lively story telling session effectively engages the children to be actively involved in predicting what is going to happen next and promotes their understanding of number and simple calculation. Children have good opportunities to develop their problem solving skills. For example they construct a van using large wooden blocks of different shapes. When their construction is completed they consider how many children can safely sit on it. The children show an appreciation of fairness in using the timer to indicate when it is someone else's turn to sit on the van. This cooperative play agreement is respected by all the children participating in the activity. Computers and everyday items in the role play, such as the mobile phone and cash till enable children to learn about technology. They creatively explore sound as they use a wide range of musical instruments. Children become involved in their community through walks in the locality to places, such as the shops and to take items to the recycling centre. Children have good opportunities to develop skills in communicating, literacy, numeracy and technology resources, which has a positive impact on their future economic well-being.

Children benefit from fresh air and outdoor play at the setting each day. Staff recognise that the outdoor area is a valuable learning environment and they make effective use of the limited space. Children can choose to be active and run and climb on the apparatus. The tree house gives opportunity for children to pursue

quieter activities, such as sharing books with friends. Children grow plants and vegetables and dig in the soil to see what bugs they can find. A healthy lifestyle is promoted to nurture children's enjoyment in physical activity and understanding of healthy eating. Parents provide packed lunches and the setting provides healthy options for the foods they provide. All children enjoy a very warm relationship with staff which promotes their emotional well-being. Children develop behaviour appropriate to good learners because they respond to the expectations of staff.

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

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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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