

Twyford Tots Nursery

Inspection report for early years provision

Unique reference number 224215
Inspection date 17/05/2012
Inspector Juliette Jennings

Setting address Twyford House,, Belle Vue Road, Shrewsbury, Shropshire,
SY3 7NP

Telephone number 01743 357083

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

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

Twyford Tots Nursery was registered in 1993. It is situated in a large Victorian house in a residential area in Shrewsbury, Shropshire. Children are cared for within three units: the baby unit, the toddler unit and the pre-school unit. Access to the ground floor of the nursery is on one level, while there are stairs leading up to the first floor baby unit. The nursery serves the local area and there are outdoor play facilities available.

The nursery is open five days a week from 8am until 6pm all year round. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. A maximum of 97 children may attend the setting at any one time. There are currently 182 children attending in the early years age range. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting employs 34 members of childcare staff, 30 of whom hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is supported well because the setting maintains an individualised, secure, child-orientated and interesting environment for all of them. Partnerships with parents are extremely strong and this means that children's care and learning needs are fully met. Children's emotional well-being is nurtured by caring, attentive and enthusiastic practitioners. This supports them to become independent and active learners. The ethos of the nursery is threaded through everyday practice. This means that children develop through active learning and child-initiated play, using a range of resources, both indoors and outdoors. The leadership and management of the setting is very strong. Leaders are extremely effective in evaluating the provision and highlighting areas for continual improvement.

What steps need to be taken to improve provision further?

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

- refine the system for planning children's next steps, in particular to ensure that observations are consistently linked to 'development matters' and so that children's interests are clearly taken forward into future planning
- provide more choice of materials and resources in creative activities for older children in order to support their creativity.

The effectiveness of leadership and management of the early years provision

The nursery has robust and comprehensive policies and procedures in place, which are regularly reviewed and updated to ensure that children are safeguarded at all times. This includes a rigorous recruitment and induction procedure and thorough safety practices, which are instilled as good practice. Children thrive in a safe and secure environment where their welfare is paramount and this fully enables them to become independent and confident.

The organisation and planning for continuous improvement of the setting is exemplary. Well-developed systems are extremely effective in ensuring a strong provision for children. Leaders and managers prioritise ongoing evaluation and this helps practitioners develop and consolidate good practice. The staff team have been involved in developing the setting vision statement and the nursery has gained an 'Investor in People' award. Discussions about the organisation of the nursery and the priorities of staff take place regularly through team meetings, appraisals and ongoing supervision. In addition, training is a priority and ensures that staff can develop and implement their knowledge and understanding of early years and childcare, in order to continually improve outcomes for children. The space is organised extremely well, especially for the younger children and effectively meets the needs of all of them. There is a plan to develop the space for the pre-school children, so that they can be fully enabled to enjoy the provision on a free-flow basis.

Partnerships with parents are extremely strong. Leaders, managers and staff have developed a strong, effective and consistent relationship with all parents, in order to ensure that the needs of all children are met in full. The views of parents are sought on a regular basis, so that their ideas can be listened to and the organisation altered to suit. Parents share their views through daily verbal discussions, daily written diaries, questionnaires, surveys and comments books, as well as a very effective open-door policy. Parents are very well informed about their children's development through involvement in learning journeys and regular parents evenings and are able to contribute to records of their child's achievements.

Children's needs are met because the staff know them so well and are good at nurturing them through a strong key person system. This is particularly noticeable with the younger children and means that they are secure and confident to move through the nursery, enjoying all the activities on offer to them. Partnership working is effective, so that every child receives the level of support they need. Children are consulted about their views in an informal way and their ideas are taken on board. For example, recently they were involved in trying new foods, which were then incorporated into the daily menu. Children develop their understanding of equality and diversity and a wider view of the world around them well. For example, children learn about celebrations in planned activities, such as Mothers Day, Easter and the forthcoming Jubilee, as well as those from other cultures. Children also become aware of diversity through the provision of pictures, posters and resources in their environment.

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

Children are supported extremely well to stay safe. For example, staff have encouraged children to draw up 'rules' in pre-school, so that they have some ownership and involvement in making decisions. Children know about safety rules, such as 'running outside only'. Secure relationships with key members of staff for all children, especially the younger children, means that they have a special person to support them.

The opportunities and provision for children to be healthy is excellent. Children thoroughly enjoy an extensive range of healthy food because managers and staff ensure that nutritious, healthy meals using fresh ingredients are made available to children throughout the day. The setting has received a number of awards for healthy eating and food hygiene practices. This supports children to be healthy. In addition, children have been involved in deciding what goes into the daily menu's based on tasting sessions and their likes and dislikes. Healthy snacks are offered frequently and water is available to all children throughout the day. Children know about hygiene procedures because these are fully implemented by staff. They have the opportunity to develop their understanding of good hygiene when they wash hands and are particularly involved in reinforcement of this when toileting.

Younger children enjoy a well-organised space and a child-orientated routine fully supports them in their learning. They are able to free-flow across a good-sized space and access a wide range of resources and activities with good support and interaction from practitioners. A great deal of thought has gone into the best way to organise the space for the younger children and because this has worked so well, the free-flow concept is planned to be implemented in the pre-school space. Managers acknowledge that this will continue to improve the provision, so that children can become much more active and independent in their learning.

Children are able to develop their physical skills in dedicated outdoor space. Babies and toddlers each have their own specially designed area for outdoor play and access this frequently throughout the day. Older children also have dedicated space for outdoor play. This supports physical and other areas of development well. For example, children use the 'tree telephone', which is wrapped around the trunk of the large tree to develop their communication skills. They use a wide variety of resources that help support literacy development, such as, magnetic letters, crayons and pencils and large chalks on chalkboards.

Children are able to spend time with their friends, take turns in games, problem solve and develop imaginary role play games. The 'forest school' visit that pre-school children attend every week allows them to develop a wider understanding of the world around them. Creative activities are available, but resources are sometimes limited in supporting children to explore creatively to their fullest. Staff are committed to and enthusiastic in, engaging children in a wide variety of age-appropriate activities, such as, growing and planting, exploring small world play outdoors and getting involved in a role-play of going on a bus ride. Planning and

assessment systems generally work effectively, with observations made on children taken forward into learning journeys, which are shared with parents on a regular basis. However, observations are not always consistently linked with 'development matters' and next steps do not always fully reflect information gained from these observations or children's interests.

Children are fully enabled to develop their self-esteem and individuality because staff develop secure relationships with them from a very early age. Key person systems are effective in supporting children's emotional development. This helps children develop their independence and explore in a safe and secure environment.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	2
--	---

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

