

Frankwell Tots to Twelves

Frankwell Tots to Twelves, The Old Church, New Street, SHREWSBURY, SY3 8JN

Inspection date

Previous inspection date

19/04/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The nursery works extremely well with parents. This enables them to become aware of, and understand the importance of, supporting their children through times of change and transition to school.
- The manager and practitioners are highly motivated to ensure that children receive the very best care and learning opportunities at all times. Consequently, self-evaluation is used innovatively to scrutinise their practice and make ongoing improvements.
- Exceptional organisation of the learning environment and exemplary interaction by well-qualified, committed practitioners enable children to make maximum progress in their learning.
- The passionate and dedicated management team are excellent role models, who superbly lead the team. Excellent monitoring of the provision and professional development ensures that plans are well targeted for future improvements.
- All practitioners have a superb knowledge of the individual needs of the children. Children's care needs are met extremely well and as a result, they are happy, settled and feel secure.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in all rooms and the outdoor learning environment.
- The inspector looked at the setting's self-evaluation document, a selection of policies, procedures and children's records.
- The inspector spoke to the management team, practitioners and children throughout the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.

Inspector

Lesley Bott

Full Report

Information about the setting

Frankwell Tots to Twelves was registered again in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within premises on the edge of town in Shrewsbury. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff. Twenty hold appropriate early years qualifications at level 2 and above, including one staff member with Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 105 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the already excellent relationship with parents and carers to offer enriched opportunities to involve them in sharing more information to support their children with English as an additional language.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All practitioners have an excellent understanding of where children are in their learning and know them very well. Consequently, children make outstanding progress in their learning. A termly overall plan is in place throughout the nursery, looking at topics, such as Spring and Easter time. Practitioners carry out detailed observations on an ongoing basis with their key children to ensure that their interests and individual learning is consistently monitored and met. Planning is both flexible and adaptable to the children's needs to ensure that teaching is enthusiastic and continues to be varied and imaginative to fully support children's all-round learning. Practitioners constantly evaluate progress and support children to maximise their full potential by offering a variety of stimulating appropriate activities. Assessment at all ages is robust and focussed to ensure that it includes all those involved in the children's learning. As a result, parents are fully involved in their child's learning as they actively contribute to their children's learning journeys and termly reports. Parents contribute information about their child's achievements outside of

the setting to ensure they benefit from continuity in their care and learning.

Children are very well motivated and eager to join in as they demonstrate all the characteristics of effective learning. For example, practitioners are highly skilled at questioning children during activities to support and challenge their language development. Older children enjoy listening to a favourite story about an African village and exploring the texture and smells of the exotic fruit as they pass these around. Children comment on the sharp leaves of the pineapple and the shape of the avocado pear. Practitioners show and model exemplary practice with the children at all times as they learn to take turns and share with the fruit.

Rich, varied and imaginative experiences are also provided in the outdoor area. Younger children enjoy play with the cars and bikes as they negotiate space and work together. Practitioners skilfully support and extend their thinking as they introduce a petrol pump for them to stop to fill up their cars. Their language and vocabulary is challenged as they discuss why they need petrol and how far they are traveling. Other children begin to develop their imagination as they create sounds with the 'music line'. They are able to use natural products, such as wooden spoons, to make music with the household objects hanging from the line.

All rooms provide an excellent and highly stimulating environment with resources easily accessible for the children to promote their learning and challenge both indoors and outside. Children enjoy the 'cosy' seating area within each room as they begin to understand that print has meaning and how to handle books appropriately while listening to a story. Resources are easily accessible for children to reach. Pictures and labels ensure that they are able to make independent choices to support them in their next steps, such as starting school.

Practitioners support children whose home language is not English, extremely well. They use agreed strategies with parents and external agencies to ensure that they are able to participate in all activities. However, there is scope to enhance information sharing opportunities even further, so that parents are fully involved in the highly effective strategies to support their child's learning.

The contribution of the early years provision to the well-being of children

A flexible and individual approach to settling-in ensures that children are able to form strong bonds with their key person. This provides an excellent base for children to develop their independence and exploration. Parents complete an 'All about me' form, which provides important information on their child. The learning journey books are vital in assisting steps to independence. Practitioners understand that communicating verbally with parents is important, especially in front of the child, in order to show continuity of care. As a result, children's transition from home to the setting is exceptionally well managed to ensure that individual needs are met. Practitioners work closely within the nursery to ensure that children's transition between rooms is handled sensitively. They are able to visit their 'new' room and are able to form a relationship with their key person before moving. As a result, children remain settled and content throughout their stages of

development. Circle time allows children opportunities to sit and concentrate for short periods, which helps to prepare them for school. They learn excellent social skills as they put their hand up to speak and develop much confidence as they talk within the group. Staff skilfully support these times, to reinforce turn taking, behaviour and good manners.

Younger children particularly enjoy the 'family tree' display, which is displayed at their height. They are able to look at pictures of their parents and others within their family group during the day, pointing out their mummy or brother or sister as they build on their confidence. Practitioners are exceptionally skilful in supporting children to develop an excellent understanding of how to manage risks and stay safe as they play and explore. Doors to outside areas are double locked. Also an intercom system is in place that links doors to outside and all rooms internally. The outdoor area allows the children to access the equipment as they develop their bodies, while feeling safe at all times. Utmost priority is given to ensure that children consistently remain safe when on outings as practitioners and children wear high visibility jackets to ensure that they remain seen and identifiable. Walks to local facilities allow children to explore their community and enjoy fresh air and exercise on a regular basis as they develop their physical skills and understand about healthy lifestyles. Weekly yoga sessions encourage children to move and stretch their bodies as they begin to understand about healthy bodies and develop their physical skills.

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

Children benefit from the practitioners' excellent knowledge and understanding of the Early Years Foundation Stage. Information and advice received on training courses is cascaded down to all. This ensures that they are kept up to date with their skills and experience and a first class service is provided. Robust and effective systems ensure that practitioners constantly work on improving their already first rate practice. The manager is highly skilled in reflecting on nursery practice and implementing new improvements. For example, the vision of the nursery is to maximise the quality of the provision while further developing the skills of practitioners through improved self-evaluation and greater parental input. The manager works within the rooms and constantly monitors and reviews staff practice on a daily basis to ensure that the exceptionally high standard of care and learning, remains so.

Parents are actively involved in their child's learning and their views and comments are requested on learning journals, which are sent home on a weekly basis and termly reports. Parents and carers' comments help to evaluate how the nursery view their effectiveness, with any suggestions or changes needing to be made discussed and acted upon promptly. Comments from parents include that their child has thrived at the nursery, that they are very happy with the care their child is receiving and their child is gaining confidence and developing well. They also state that they are pleased with the way their child has developed within the nursery setting and how her individuality is encouraged. In addition, practitioners fully support both children and parents when they move to full-time education, to ensure their transition is as smooth as possible. The management team work very closely with local schools, inviting them to visit, to meet the children and talk through any strategies that may help them to settle quickly into school life. Key persons complete

'transition' forms for each child to offer further information on areas of development. As a result, children's learning and continuity of care is fully complemented.

All practitioners have an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. This procedure is well embedded in the induction process for any new staff members. Robust recruitment processes, ensure that practitioners working with the children, are suitable to do so. Regular supervision sessions and appraisals ensure that training needs and requirements are identified. In addition, robust policies and procedures are regularly updated and reviewed. These ensure that practice remains outstanding within the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY454836
Local authority	Shropshire
Inspection number	890009
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	105
Name of provider	Frankwell Tots to Twelve Ltd
Date of previous inspection	not applicable
Telephone number	07974738191

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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.

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