

# Tanworth in Arden CE Nursery

Tanworth C of E Junior & Infant School, The Green, Tanworth-in-Arden, SOLIHULL, West Midlands, B94 5AJ

## Inspection date

Previous inspection date

11/06/2013

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

- Children flourish in this beautiful nursery where staff are highly dedicated to the provision of rich and varied experiences.
- Staff's extensive knowledge and understanding of how children learn means that all children have excellent opportunities to play and explore, learn actively and become creative thinkers.
- Key person's precise and sharply focused assessment and planning for individual children includes all those involved in each child's learning and development incredibly well. The information gathered is expertly used to secure timely interventions and support, enhanced by their superb knowledge of the children and their families.
- The inspirational staff practice and carefully organised environment results in highly confident children who show superb cooperative skills and consideration to one another.
- High expectations of staff mean that children are cared for by well-qualified, experienced and knowledgeable people who constantly evaluate and review practice to enable excellent progress.
- Partnerships with parents are exceptional. Parent's comments during the inspection show their true delight in the nursery and heart-warming fondness for the staff due to their clear devotion for all the children.

## **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 activities throughout the indoor and outdoor spaces.
- The inspector spoke with the managers and staff at appropriate times throughout the observations.
- The inspector looked at documentation, including children's records, assessments and planning; training matrices and a selection of policies and procedures.
- The inspector also took into account the views of parents through discussions throughout the inspection.

## **Inspector**

Lucy Showell

## Full Report

### Information about the setting

Tanworth in Arden CE Nursery re-opened in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms within Tanworth in Arden C of E Junior and Infant School near Solihull. There is an enclosed area for outdoor play. The setting serves the local area and is accessible to all children. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and two at level 2. The out of school provision employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2, and the manager has Qualified Teacher Status.

The setting operates a nursery and out of school provision in term time only. Session times are 9am till 3.15pm for the nursery. Also, there is wraparound care offered from the nursery building from 7.45am to 9am and from 3.15pm and 6pm, and 7.45am to 9am and 3.15pm to 6pm for the out of school provision. Children can attend for a variety of sessions. There are currently 51 children in the nursery and eight in the out of school provision who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- consider enhancing the already wonderful opportunities for children to reflect on their successes by decorating the spaces with more examples of their creations to maximise their excellent self-confidence and self-awareness.

### Inspection judgements

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

Children make excellent progress in their learning and development because they are wonderfully supported by highly skilled, knowledgeable and enthusiastic staff. The staff adopt a very successful child-focused approach. The children's best interests are of paramount importance and at the heart of everything they do at the nursery. This is evident through the superb interactions and the significant importance given to the provision of rich, varied and exciting opportunities for all children. Staff's extensive knowledge and understanding of how children learn means that all children have excellent opportunities to play and explore, learn actively and become creative thinkers.

There is an array of amazing opportunities for children to lead their own play, think through ideas and solve problems as they engage in a variety of activities which fill their day. The staff are extremely effective in supporting children's progress because they recognise their own crucial role in enhancing, guiding and offering some structure to activities where needed. As a result, children's imaginative ideas are extended through additional challenge encouraged by the staff within the activities. For example, children are encouraged to discuss their own ideas as they roll balls through tubes and pipes in the garden. They talk together deciding which order the sections should go in and working out the best layout so that when they drop the balls through they go fast and far. Staff are close by to offer effective support. They challenge children by asking them to predict what may happen with the variety of pipes and tubing and balls of different sizes and weights which are available to them. This is a seamless extension of an inspiring activity led by another adult earlier in the day. Children are encouraged to explore an exciting range of ceramic, wooden, metal and rubber balls. At first they order them by size and then are encouraged to order them by weight. Children are intrigued and surprised that the small metal ball is much heavier than the large wooden one. They are captivated as the member of staff explains why this is. These dynamic opportunities enable children to truly reinforce their learning and embrace the freedom to develop their own ideas.

Staff are highly attuned to the learning styles and developmental needs of all the children and offer activities which will interest and engage them. Children are actively involved in this as they steer activities and are confident to seek out and select resources. For example, they explain to adults where the chalk is in order to take it outside and draw around one another on the floor. They happily mix paints, pour glue and choose from the wonderful array of collage materials as they create pictures. Children are highly motivated in their play using their imaginations to create and re-enact experiences. They take the 'baby', played by a member of staff, out into the garden to play and notice that it is getting dark and cloudy and may rain. They collect sheets and blankets, large crates and carpet squares to make a house and secure a sheet of card to one of the walls as the flat screen television. They use more large crates and fabrics to make a tunnel leading to the pirate ship so that the 'baby' can still play out in the rain.

Meticulous observation, assessment and planning are sharply focused and sensitively acknowledge each child's individuality. This includes several children who have special educational needs and/or disabilities or who are multilingual, each of whom are expertly embraced within the environment. Ongoing written summary assessments include the views of parents, and staff show a very good understanding of how to complete the progress check at age two. Staff have truly embedded their practice, ensuring that all opportunities are meaningful and secured by an excellent understanding of what and how children learn. For example, their thorough understanding of the characteristics of effective learning, alongside child development, means that highlighted next steps in children's learning are focused and specific to each child. As a result, planning is robust, child-centred and reflects the development needs of all children exceptionally well.

Parents have an extremely secure overview of their child's progress and development. There is a true sense of partnership working, mutual respect and value given to what the parents can share with the nursery. Relationships between them and their child's key

person are very strong and are enhanced by regular discussions about the child's likes, dislikes and preferences. For those parents who want to contribute more formally, they complete observations at home, which work well alongside informal daily discussions. They share this information with staff who use it to formulate further experiences at the nursery. As a result, parents are fully involved in their child's development and play an active role in preparing them for the next stage in their learning. Staff have established superb links with local schools, which ensures that arrangements support children very well as they move on to school. For example, children visit the reception classes with their key persons on a regular basis and school staff visit the nursery in the time leading up to the start of school.

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

This dynamic and well-organised environment provides children with excellent spaces to relax, unwind and have fun. There is a wealth of beautiful natural and man-made resources that are perfect for the child-centred approach of the nursery. All of which are enthusiastically accessed by children to use and move in a variety of ways. The walls are adorned with vibrant displays of posters, photographs and notices. These can be further enhanced with more examples of the children's excellent artwork and creations. This is in order to help children reflect on their successes and to support their self-confidence and self-esteem to the optimum. Staff are fully aware of the importance of children developing a highly positive sense of belonging and pride in themselves. The delight children show as they share their learning records, reminiscing about past events and looking through photographs and at samples of their work, is heart-warming.

Children's well-being is supported extremely effectively through the inspiring key person approach. These strong attachments and bonds clearly enhance the children's emotional security, which staff and parents recognise is vital for the children to flourish. Staff ensure that they have an in-depth knowledge and understanding of each child in their care. This extremely effective key person approach is supported exceedingly well through detailed discussions with parents to gather information before children start, and a timely, sensitive approach to settling-in sessions. The move through nursery is supported very well because staff recognise the importance of children establishing the bonds with their next key person. Children spend time in these new groups with their key person for as long as is necessary for them to feel truly settled.

A safe and enabling environment is exceptionally well maintained, for and by, the children. Their awareness of their own safety and the safety of others is significantly enhanced on their outings around the village where they learn about road safety and their trips to the Forest School. Here they learn to take manageable risks as they build fires, create dens and climb trees. At the nursery, children understand they need to walk inside, carefully use resources, such as scissors, and to be aware of others as they run around outside. Furthermore, children's behaviour and consideration to their friends is exceptional. Staff use effective and consistent strategies, including excellent role modelling and clear explanations, to help children understand how to behave. They are proud to receive stickers and 'good friend awards' for their actions. For example, one child picks up their

friend's fleece and carries it to them because they are going home and the child is concerned that they might leave it behind.

All children are exceptionally thoughtful with their peers. There are a number of children with special educational needs and/or disabilities or who are multilingual. Children actively adapt the environment, such as moving chairs under tables and stepping out of the way so others can move freely around the room. This is a natural progression for the children. They copy the staff who are exceptionally well focused on ensuring that all children are valued and adapt practice to meet individual needs to the optimum. They maintain excellent levels of communication with parents and actively seek advice and guidance from other professionals. This is in order to gain knowledge and skills to ensure all children's needs are fully met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child, from the youngest to the oldest, and of differing abilities, receives a happy and enjoyable early years experience.

Children enjoy a healthy, varied and nutritious diet during their time at nursery. Parents can choose to supply a packed lunch or for their child to enjoy a school dinner. The menu provided offers a wide range of fruit, vegetables and other fresh, wholesome food on a daily basis. Individual dietary preferences and requirements are met very well. Staff take full opportunity to use meal times as a learning experience. For example, they encourage children's independence in self-serving and pouring drinks, and support children to count how many cups and plates are needed. Furthermore, children's independence and decision making skills are enhanced as they select when and what they would like for snacks or tea. A table is set out by staff and children with an array of spreads for children to choose to put on their toast and a variety of fruit juices and water to drink. This helps children to develop excellent knowledge and skills of their own needs in preparation for their next stage in their learning and movement through nursery and on to school.

Children have inspiring opportunities for plenty of fresh air and exercise as they access the outdoor area throughout the day. They move freely between the indoors and outdoors in this truly flexible environment. Each child's interest is captured as they become engrossed in a wide variety of activities. Children explore the great outdoors bringing items from inside, such as, chalks, paints and brushes, to make marks on the ground. Others explain how they are mixing water and sand with the soil to make cement to stick bricks together so they can make houses. They build obstacles courses, partition off sections with cones and balance as they climb across the large crates and negotiate the steps and slopes with confidence.

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

The well qualified and experienced staff share a very precise commitment to, and understanding of, the Statutory framework for the Early Years Foundation Stage. All staff have an excellent understanding of their responsibilities to promote children's safety and

welfare. For example, arrangements for safeguarding children are robust and embedded in practice because staff have excellent understanding of how to protect children. The comprehensive policy in place includes whistle blowing and use of mobile phones and cameras. Therefore, safeguarding policies and procedures are highly robust and support the successful protection of children. Furthermore, robust recruitment and vetting systems ensure all people working with the children are suitable to do so. All operational systems ensure the day-to-day provision supports children's safety, well-being and development exceptionally well. This is combined with rigorous induction and supervision, and excellent opportunities for continuous professional development. As a result, staff offer a first class, child-focused environment where children flourish and are exceptionally well prepared for the next stage in their learning.

There is an extremely strong and successful drive for continuous improvement within the nursery. Ongoing self-evaluation includes the views of staff, parents and children. Strengths and areas for improvement are discussed in an open and honest way, which means that staff and managers can be fully reflective in what they offer children. All staff work exceptionally well together to ensure their well-organised nursery provides the best quality care and education for all children. They are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition to this, they constantly and effectively monitor and revise their techniques in relation to children's progress and interventions where needed. As a result, they ensure that gaps are narrowing for groups of children and those identified as being in need of support. It is clear to see that their passion and their priority is to help children to develop to their full potential. The children are at the heart of everything they do and staff speak of the privilege they feel to be part of the children's lives.

The excellent partnerships with parents and others mean that children's needs are supported very well and moves are as seamless as possible. Relationships between all those who care for children are relaxed and friendly and this helps to reinforce the key person relationship further still. For example, partnerships with other professionals are firmly embedded in practice due to the excellent links with a range of different agencies and organisations. This ensures that all children receive well-coordinated support so that they thrive in this adaptable environment. Parents and carers are often involved in the activities at the nursery and on outings. For example, childminders, parents and grandparents attend Forest School and village walks. At the nursery they read stories, share photograph albums of holidays around the world, speak about their home languages and cultures or provide sessions following their expertise in woodwork, balls skills and music. Their views are sought both formally and informally through daily discussions and questionnaires.

Throughout the inspection parents and carers are very eager to seek out the inspector so they can share their sheer delight in the nursery. They cannot speak highly enough of the staff and the impact they have had on their children. Many are very emotional and upset because their children will be leaving the nursery in July to start school. Some explain how the staff have been highly instrumental in gaining additional support for their children and themselves and are incredibly supportive and helpful through challenging times. All share the same enthusiasm, high regard and express how privileged they feel that their children can attend such a remarkable nursery, which is inspirational and worthy of dissemination

to others.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**



## 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

<b>Unique reference number</b>	EY457891
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	899195
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	38
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Tanworth in Arden Academy Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01564742284

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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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