

# Eastfield Terrific for Twos

Eastfield Nursery School, Griffin Street, WOLVERHAMPTON, WV1 2HH

## Inspection date

Previous inspection date

26/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff assess children's needs including when they first start attending the setting. This means that their progress can then be tracked and measured.
- There are positive relationships with other providers and information is shared about children's care, learning and development. This helps to make a smooth transition for children when they go to school.
- The setting has formed effective partnerships with parents who are encouraged to be involved with their children's learning.

### It is not yet good because

- Daily registers do not accurately reflect children's hours of attendance which means that children cannot always be accounted for.
- Self-evaluation of the setting is currently being updated. Therefore, it lacks rigour in reflecting all identified areas for improvement.

## 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.

## Inspection activities

- The inspector observed children in their play both inside and outside.
- The inspector conducted a joint observation with the manager, of a spontaneous activity inside.
- The inspector held meetings with the deputy head of the school and the manager of the setting.
- The inspector looked at children's assessment records and previous planning documentation and discussed how children's progress was monitored and tracked.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed self-evaluation and areas for improvement.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Carole Price

## Full Report

### Information about the setting

Eastfield Terrific for Twos was registered in 2013 on the Early Years Register. It is situated in a first floor room in Eastfield Nursery School in Wolverhampton and is managed by a registered individual. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 4 and one at level 3. Another member of staff holds Qualified Teacher Status. The setting opens Monday to Friday term time only. Sessions are from 9am until 12pm and 12.45pm until 3.45pm. Children attend for a variety of sessions. The setting provides funding for two- and three-year-old children. There are currently 21 children registered at the setting.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that a daily record of children's hours of attendance is accurately maintained, in order to fully support children's safety and so that their whereabouts can be accounted for.

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

- use the self-evaluation process to continually review practice and to improve and identify areas of development to further enhance the setting.

## Inspection judgements

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

Staff demonstrate an effective understanding of the prime and specific areas of learning. In order to establish children's interests staff observe children in their play. Parents are also invited to share children's interests with the setting. Children's skills and abilities are identified through observations within the first six weeks of attending the setting to establish a starting point in their learning and development. Ongoing assessments are then completed on a termly basis, which help to track and monitor children's learning and development. Staff support children well in their learning and therefore children who, for example, have arrived with lower starting points have made good progress to reach the expected stage of development while at the nursery.

Children have access to a well-resourced environment both indoors and outdoors. Within the music area, staff model playing the drum and children join in attempting to copy the same pattern. Other children join in by playing an instrument of their own choice. Children enjoy tactile and sensory experiences using a range of materials. They particularly enjoy emptying and filling containers using water and pasta. They develop their physical skills as they use pencils and chinks for early mark making. Children enjoy familiar and favourite songs, using musical instruments to accompany their singing. They smile in response to praise as staff recognise their achievements.

Children receive support from their key person when accessing different activities. Staff enhance children's communication, speech and language development through their positive and encouraging interactions. They comment upon what children are doing and encourage them to respond to open-ended questions which helps to develop their literacy and numeracy skills. For example, when using the containers in the water tray staff ask children about the size of the containers and their quantities. Children are learning to take turns and share resources skilfully supported by staff.

Staff encourage parents to engage in children's learning and progress from the onset, by involving them in discussions about what their child can do and their interests. There are also termly meetings to discuss children's progress and the setting also gives ideas to parents for activities at home. This means that parents can take an active part in their child's development, both in the setting and from sharing home learning experiences.

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

There is an effective key person system in place which helps children to feel emotionally secure. Staff are friendly, caring and attentive towards the children, which enables strong attachments to form. To assist with children settling in, the setting has an individualised approach to ensure children's needs are met. This means that parents can remain with their child until they feel it is appropriate to leave.

Children are starting to become used to familiar routines, such as snack time and tidy up time. Staff encourage children to participate by asking them to tidy away specific resources and offer praise for children following instructions. Children are also encouraged to be independent regarding their own self-care and are reminded to wash their hands before snack time.

Children's transitions are well supported on entry to the setting and as they move into the nursery. This is because staff gather information about the children's individual needs and preferences, which is then shared. Children have the opportunity to visit the nursery before starting there, along with their key person to support them. Staff from the nursery also visit the children in their current environment. In addition to this there are regular discussions between the key person and the nursery staff regarding individual learning and development needs to ensure that children's progress is maintained.

Children enjoy accessing the outdoor area at specific times throughout the day, which

benefits their physical health. Children are reminded to walk down the stairs slowly and to hold onto the hand rail. This helps them to begin to understand about safety. There are a range of resources available outside including a large climbing frame and slide which help support development of their large muscle skills. Staff support and encourage children as they walk and balance carefully along the tyres. Social skills are also promoted as older children from the nursery share the equipment at the same time. Consequently, children are learning how to behave and play cooperatively together.

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

The setting is currently undergoing changes within its management structure as a new manager and deputy manager have been appointed. They demonstrate a commitment to reviewing and improving the setting as they have an effective understanding of the Early Years Foundation Stage. Staff demonstrate knowledge of safeguarding issues as they are aware of how to recognise possible signs of abuse and understand how to report concerns. The staff work closely with the family support worker to ensure that any concerns are addressed immediately. Recruitment and vetting procedures are robust, and there are accurate records to demonstrate staff suitability. Policies and procedures are in place, however, children's attendance records are not maintained accurately to ensure that children can be accounted for at all times.

Staff are provided with a programme of regular supervisions and annual appraisals. The management team are committed to ongoing professional development and training opportunities are available for all staff to undertake, depending upon their individual needs. There are weekly staff meetings and monthly team meetings whereby information about children's progress can be shared. There are some procedures in place to observe staff and the quality of teaching, which are still being developed.

The self-evaluation process is currently being developed due to a change in the management structure. It therefore lacks rigour; targets for further improvement are in the process of being identified although some areas for development have already been addressed. Parents and staff are encouraged to give their views and opinions to address identified areas for development. Staff also work closely with local authority advisers to drive the setting forward, welcoming their advice and actively participating in various initiatives to improve outcomes for children. Partnerships with parents are well established and they speak highly of the setting. They comment upon how much their children's speech has developed since attending the setting and how staff always share information on a daily basis.

## 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>	EY462373
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	911542
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Eastfield Nursery School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01902558141

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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.



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