

Tots and Toys at Burnwood

Burnwood Community Primary School, Chell Heath Road, Stoke-on-Trent, Staffordshire, ST6 7LP

Inspection date	04/02/2014
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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		2

The quality and standards of the early years provision

This provision is good

- Children are happy and relaxed within this warm and welcoming nursery. They enjoy a wide range of exciting and stimulating activities, both indoors and outdoors, which engage and captivate them.
- Teaching is good because staff fully understand how to promote children's learning. Throughout the nursery, staff display strong teaching skills and are effective in helping children to develop and learn through play.
- Safety is highly prioritised. Children are well protected through thorough risk assessments and as a result of the high levels of supervision provided by staff.
- Staff work very effectively with parents and professionals to support those with special educational needs and/or disabilities. Consequently, these children make rapid progress and quickly catch up with their peers.

It is not yet outstanding because

- There is scope to provide further challenge in group activities for those children who are easily able to exceed expectations for their age, so that they make even more rapid progress.
- While tracking documents are effectively used to identify children's progress as a whole, there is room to develop this further to identify trends in learning for different groups of children, such as boys and girls, so that future activities can be even more effectively targeted to help children develop.

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 activities in the open-plan playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Jennie Lenton

Full report

Information about the setting

Tots and Toys at Burnwood was registered in 1998 on the Early Years Register. It is run by a committee and operates from one room in Burnwood Community Primary School, Chell Heath, Stoke-on-Trent. The nursery serves the immediate locality and the surrounding areas. The nursery is open each weekday from 8.50am to 2.50pm during school term times. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area.

There are currently 33 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently four staff working directly with the children. One is qualified at degree level, while a further two are qualified at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- revise the grouping of children during some group activities, so that those who are capable of more challenge are given regular opportunities to excel
- scrutinise the tracking data further to identify any trends in learning for different groups of children and use this information to provide even more targeted and effective activities to help children develop.

Inspection judgements

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

Children are enthusiastic and excited in this friendly and welcoming nursery. They are keen to take part in activities, showing high levels of concentration and engagement as they explore the feeling of foam or play imaginatively in the home corner, pretending to bake cakes and serve cups of tea. Children show they are confident as they chat away to their friends and to the staff and take part in group activities, such as circle time. All children enjoy a wide range of activities that stimulate and engage them. They develop a range of skills as they listen to the story of the gingerbread man, sing songs and then mix together ingredients to make their own gingerbread. Mathematical skills flourish as they weigh and measure and creative flair is encouraged as they decorate their finished product. Literacy skills are also supported as they make a book showing what they have done, using pictures of themselves mixing and baking. Children also enjoy regular outings

to the nearby forest school. Here, they have the opportunity to use nature in their learning. They compare the size of the sticks they find, make headdresses out of grasses and even build dens with natural materials. This fully captivates and engages them in their learning, and consequently, they are willing learners.

Staff are skilled and effective teachers. They help children to learn new skills and deliver a range of planned and spontaneous activities with enthusiasm that captures children's imagination and encourages them to be willing learners. Story books are read with emphasis, with characters coming to life as staff use puppets to make the story come to life, holding children's attention and making the stories fun and interactive. Staff are flexible as they change their plans to respond to children's interests and unplanned events. As the foam runs out during a sensory activity, staff encourage children to notice the way it changes from a solid to a liquid form and to listen to the different sounds that comes from the can. They then explore other items that come from bottles and cans, enjoying the effect of squeezing the paint out of the bottles and using this to continue their exploration. Routine activities are also engaging. Children develop their independence at snack times as they get their own cups and plates from the cupboard and are assisted to pour their own drinks. They spread the butter on their crumpets, developing good dexterity, which also helps them with early writing skills. Children develop key skills for future learning, such as concentration and being part of a group, as they take it in turns to come to the table and pass the jugs of water and milk to each other.

All children are making good progress towards the early learning goals, which also helps to prepare them well for their future learning and the move onto school. Children who have special educational needs and/or disabilities are given particularly good support as staff provide targeted activities to help them make rapid progress in areas where they are falling behind. There is scope to now focus on children who are exceeding expectations in their developmental milestones. In particular, during some group activities, there is room to provide more challenge for those who are already showing high levels of achievement. All children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making good progress. Staff consult with parents at the start of a placement to determine children's starting points and ensure that parents are kept informed as to their child's progress through regular reviews and parents' evenings. Parents also have the opportunity to come into the nursery and take part in a range of activities with their children, such as baking or craft activities. This encourages parents to take an active role in their child's development and the provision of resources, such as storybooks and other activities, means that learning also continues at home.

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

Children display positive relationships with the staff and each other. They are helped to make a smooth transition to nursery as staff make a home visit to meet the child in their own environment prior to their attendance. Staff take out an activity to do with children in their own home and use this time to speak with parents about the child's likes, dislikes and personality. Parents are then offered settling-in sessions where they come to the nursery and stay with their children until they are confident to leave them. Staff provide

favourite activities to help children settle to play and consequently, by the time parents are ready to leave their children, they are usually fully engaged and happy to be left. Information is also collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed. Where other special requirements are identified, staff work in partnership with other professionals and parents to ensure that a consistent approach is taken. For instance, where speech and language delay is identified, staff follow the techniques suggested by therapists, making sure they repeat back words and encourage children to build up from one and two word answers to complete sentences. This helps all children to make the best possible progress.

Children are kept safe. All exterior doors are kept secure and high level handles ensure that only authorised individuals access the nursery rooms and children cannot leave unattended. Effective risk assessments ensure that all areas and equipment are fit for use. Children also learn how to keep themselves safe. They know how to respond swiftly during a fire drill as these are regularly practised and discussed. Children also learn about road safety in a safe environment. They use the school grounds to ride tricycles on marked pathways and staff introduce features, such as zebra crossings, lollipop people and other traffic control measures, to teach children how to use roads safely. Children behave well. They know the rules of the setting and understand that these are in place for their own well-being. For example, they know not to run indoors as they may slip and get hurt. Children receive encouragement and praise from staff throughout the day, which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged both indoors and outdoors, as children enjoy music and movement sessions, dancing to music and moving imaginatively. They have daily access to the outside areas, with free access to the small outside area adjacent to the nursery and outings to the other play areas within the school grounds. Outings are also taken in the local community with walks to local shops and the post box. Children are provided with a range of nutritious snacks, which are all prepared on the premises. They tuck in enthusiastically to slices of fruit, crumpets and toast. Drinks of milk or water are offered throughout the day. They bring their own lunches from home, which are stored appropriately.

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

Staff are all checked to ensure they are suitable to work with children. They all hold a current Disclosure and Barring Service check and regularly sign to say that there have been no changes to their circumstances, which may affect their ability to work with children. Staff are also well qualified. They attend regular training and are all required to complete key courses, such as first aid and safeguarding level 1. Consequently, safeguarding procedures are fully understood by all staff. Staff recognise the signs and symptoms that may indicate abuse and are clear about how to follow any concerns up promptly. Their practice is underpinned by a full written policy, which also covers the use of mobile telephones in the nursery. Staff know to keep their telephones in the office and

visitors to the setting are also required to do the same. This protects children effectively. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. As a result, even students are fully conversant with key issues, such as how to deal with safeguarding concerns.

The manager is extremely dedicated and is keen to continually improve the nursery for the benefit of children. Her team of staff are also very committed to their roles and consequently, there is an extremely positive atmosphere at the nursery. The manager encourages a reflective approach and all staff are open to new ideas and keen to develop their own practice. For instance, staff identify areas where they feel they would like more training and discuss this with the manager during appraisals. As a result, they are continually developing their skills for the benefit of the children who attend. There are also good systems in place to monitor the progress of all children and to ensure that staff are accurately assessing each child and providing appropriate activities. Data is collected to identify children's levels of achievement and to ensure that staff are addressing any areas where children are not making good progress. This ensures that any gaps in development are promptly followed up. There is scope to further scrutinise this data and look for trends in the way certain groups of children are progressing, so that resources and activities can be effectively evaluated to ensure no group of children is disadvantaged. An example of this might be investigating whether boys and girls are achieving similar levels or whether high achievers are making progress at the same rate as their peers.

Staff build positive relationships with parents and talk to them on a daily basis about their child's achievements and well-being. They get to know parents well and seek to support them. For instance, they help them to fill in forms accurately, so that they are able to access funded places. This approach enables staff to support families and children more effectively as they take account of issues that may impact on daily life. Notice boards around the setting provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular. This helps parents to support and develop their children's learning at home. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the setting operates and providing details of how to make a complaint if they need to. Parents' comments show that they are very happy with the care provided. They report that they 'cannot fault the nursery' and that they think the staff 'are brilliant'. The nursery also builds good links with other providers. Teachers at the local schools visit the children who will attend their provision and get to see them in the nursery. This enables them to see children in an environment that is familiar and comfortable to them and ensures that children know their new teacher prior to moving to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	224738
Local authority	Stoke on Trent
Inspection number	854679
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	33
Name of provider	Tots and Toys at Burnwood School Committee
Date of previous inspection	11/05/2009
Telephone number	01782 235577

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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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