

Tiny Turrets

Castle Primary School, Castle Street, STOKE-SUB-HAMDON, Somerset, TA14 6RE

Inspection date

Previous inspection date

11/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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	2

The quality and standards of the early years provision

This provision is good

- Children happily attend nursery and form good relationships with their key person.
- Staff provide a welcoming environment with a stimulating range of activities for the children to explore. As a result, children eagerly engage in their learning.
- Teaching is good and staff have a good knowledge of children's development. As a result, children make good progress.
- Partnership with parents is strong. Staff regularly inform parents about their children's progress so that they work together to support the children.

It is not yet outstanding because

- Staff sometimes overlook opportunities in daily routines to support younger children in developing counting skills.
- There are fewer resources that promote children's learning of the wider world.

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 in the playroom and outside.
 - The inspector undertook a joint observation with the manager.
 - The inspector held discussions with staff and parents.
 - The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled a range of documentation including observations, planning and assessments, monitoring audits, and took account of the provider's self-evaluation and policies.

Inspector

Kathryn Birtles

Full report

Information about the setting

Tiny Turrets Nursery is part of the Foundation Stage Unit run by the governors of Castle Primary School. It opened in 2013 and operates from one room in a purpose-built building. Children have access to a secure enclosed outdoor play area. The nursery is situated in the rural village of Stoke-Sub-Hamdon, Somerset. The nursery is open each weekday from 7.45am to 4.15pm term-time only. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 35 children in the early years age range on roll. There are six members of staff, including the Head of Foundation Stage. Two members of staff have achieved Early Years Professional Status and one holds Qualified Teacher Status. Three staff holds a level 3 early years qualification and one is working towards a qualification.

What the setting needs to do to improve further

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

- use daily routines, such as snack time, as an opportunity for supporting younger children with counting.
- enhance the provision of resources to fully promote children's understanding of the wider world.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning requirements of the Early Years Foundation Stage. They provide a wide range of experiences tailored to children's individual needs and interests. Staff gather information from parents as the children start at nursery and complete regular observations and assessments of children. Staff plan activities effectively, taking into account where children are in their development. Staff adapt activities so that all children can enjoy and participate in them and as a result, children are making good progress. The key person regularly shares the detailed assessments made of children with their parents. This includes the progress check for two-year-olds which staff encourage parents to share with their health visitor. Regular meetings and discussions with the key person ensure that parents take an active role in their children's learning.

Staff know the children and engage with them well, challenging their thinking through positive interactions. For example, while children are riding their bikes in the outdoor area, some children use chalks to draw a hole in the road. Staff ask them how the hole got

there and how other children can avoid the hole. This prompts the children to draw crosses on the road to indicate that other riders will have to go around the hole. This encourages the children to solve problems, which is helping them to develop good skills for future learning. Staff place a strong emphasis on listening to the children's views and ideas, which helps the children to feel valued and respected. This helps children develop an interest in their play and learning.

Staff use effective and consistent teaching strategies to support children's communication and language skills. They use a sign language as they speak slowly and clearly, which helps all children to understand what is said. They take care to explain new vocabulary to children. For example, when children are talking about a visit they have made to see dinosaurs, staff carefully explain that the children have seen models or skeletons of dinosaurs. They then explain to the children what a skeleton is. This helps to enrich children's vocabulary. Staff consistently use a range of open-ended questions, which encourages children to think for themselves. For example, when playing with some dinosaurs the children notice that part of the toy has broken and staff ask what they could do about it. The children suggest using tape to fix it. At snack time staff encourage children to chat and engage in and develop their social conversation skills. However, staff sometimes overlook opportunities in daily routines such as snack time to support younger children with regular opportunities to count. At group times, staff engage all children through positive interactions. They use actions, gesture and a friendly and engaging manner to focus all children. Staff engage children well in small groups and use this as an opportunity for teaching about turn taking and encouraging children to develop listening skills.

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

Children happily attend the nursery, settle quickly and enjoy their time in nursery. Staff work with parents to ensure that children settle quickly because they are flexible in meeting the needs of the children and family. The youngest children confidently join in with the range of activities offered. There is an effective key person system in place which helps ensure all staff know their children and families well. Each child has a buddy key person which provides continuity of care if the key person is absent. As a result children form strong emotional attachments to the staff and there are good partnerships with parents.

Staff are good role models and show respect for each other and the children. Staff listen to children's views and incorporate these into the simple rules they have in the nursery such as being kind to friends and listening. Consequently, children behave well and know what is expected of them.

Children become independent in nursery as all staff consistently teach children to do things for themselves. Staff provide opportunities for children to use knives to cut their cheese to go on their rice crackers. Staff skilfully encourage children to think about how to use the knives, which supports the children to be aware of keeping themselves safe. Staff provide a variety of healthy foods at snack time, which meet the dietary requirements of

individual children. Children become independent from an early age with their self-help skills such as using the toilet and washing their hands because staff encourage them and work closely with parents. As a result, young children make good progress with becoming toilet trained. Staff follow effective procedures when changing young children's nappies, which helps to prevent cross infection.

Staff invite visitors such as the police and the fire service to visit and take the children on visits to the local environment. This enables children to begin to gain an awareness of the people who help to keep them safe in the community. Staff have carefully organised the indoor and outdoor environment so that children can independently access a range of resources. Children select resources from low-level units, which staff have clearly labelled and presented attractively. This enables them to make decisions about their play. There are some resources which help children learn about different cultures and religions. However, these are limited and do not enable children to gain a good awareness and understanding of the wider world. Children are able to move freely between both environments to develop their play ideas. Younger children have ample opportunity for sensory exploration in sand, water, play dough and paint. These resources are presented so that older children are also challenged to use them. For example, older children using the play dough explore number as they make enough cakes to go in a bun tin. Staff make good use of displays for children's work. For example, there are displays of artwork and children's mark making. This helps to develop children's self-esteem. Children enjoy the benefits of fresh air, throughout the day, as they have opportunities to be energetic outside, riding on toys and practicing climbing and balancing.

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

The leadership and management team and all staff have a good understanding of their responsibilities for safeguarding children and are able to take appropriate action if they have concerns about a child. Strong recruitment and vetting procedures are in place, and are reviewed regularly, to ensure the suitability of staff to work with children. Effective policies and procedures are in place to support children's safety and welfare and the manager is aware of when to inform Ofsted of any significant incidents. This includes a good procedure to ensure that children are only collected by people who are authorised by their parents to do so. The implementation of thorough daily risk assessments and checks results in the premises being safe and secure for the children. In addition, there is an effective system in place to check the identity of visitors and the nursery doors have a secure keypad entry. All staff have attended paediatric first aid training and there are thorough procedures in place to record and inform parents of any accidents.

The staff team work together to ensure there is accurate monitoring of children's progress throughout the nursery including through the two-year-old check. The manager closely monitors the observation, planning and assessment process and works with staff to identify where children may need additional support. Furthermore, the manager monitors the quality of teaching and provision, which helps to ensure that educational programmes are focussed to ensure that all children make good progress in their learning and

development. All staff have contributed to the self evaluation process, which clearly identifies how the nursery will continue to develop. Parent's views are included in this process through comments made in questionnaires. Staff are committed to listening to the children's views and incorporate these in their plans for the future.

The leadership and management team have thorough system in place for appraisals and supervision of staff. This ensures that staff are regularly supported and that their training and professional developments needs are prioritised which helps to drive improvement in the nursery.

Staff make good links with other settings that children may attend which ensures continuity of care. There is a seamless transfer from the nursery into the school on site and older children attend the Starting School Club to support them in this transfer. Staff make strong links with other local schools to which other children may transfer. Staff know how to access support for children who may require the support of other agencies.

Staff are committed to working in partnership with parents. Effective settling-in procedures, which sensitively acknowledge the needs of the child and wishes of the parent, help ensure that children feel safe and secure. Parents are kept informed about the life of the nursery through regular newsletters, daily information about what the children have been doing and monthly progress reports. Parents are enthusiastic in their praise for the nursery. They speak highly of the regular progress reports, which provide suggestions for parents to help their child at home. This contributes to the children making good progress. Parents value the approachable, friendly staff and their commitment to helping their children to learn. One parent comments that their child has developed, 'a real love of learning' since attending nursery. Parents comment that their children happily talk about the nursery at home and look forward to going each day. One parent states that her child excitedly calls out, 'Tiny Turrets here we come!' as she walks to nursery.

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	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	EY469657
Local authority	Somerset
Inspection number	936097
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	35
Name of provider	Castle Primary School
Date of previous inspection	not applicable
Telephone number	01935 822342

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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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