

Nic and Tim Childcare

TIBBERTON C OF E SCHOOL, Tibberton, NEWPORT, TF10 8NN

Inspection date

Previous inspection date

21/03/2014

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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements and as a result, children's progress is good given their starting points and capabilities.
- Partnerships with parents and carers is effective because there is open, two-way communication ensuring all parties are well-informed about children's needs and interests. There are effective partnerships with other providers to ensure children are well-prepared for their transition to school.
- Children and their key persons are forming close attachments. Children are well behaved because key persons acknowledge good behaviour through praise and are positive role models for the children.
- Effective management procedures, such as regular supervision monitoring, enhances staff performance. Safeguarding children is a priority within the provision. The self-evaluation process includes all stakeholders and improvements bring about effective changes that benefit the children.

It is not yet outstanding because

- There is scope to broaden children's choices during outdoor play times by ensuring they can access the equipment independently.
- There is scope to extend children's self-care skills during their snack times.

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 looked at a range of documents; attendance registers, risk assessment, self-evaluation records and the provider's improvement plan, staff suitability and qualifications, the complaints log and a range of policies and procedures which support the service provided.
- The inspector observed activities in the indoor and outdoor play areas.
- The inspector conducted a joint observation with the deputy, held meetings with the registered persons and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Nic and Tim Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a demountable building, in the grounds of Tibberton C of E Primary School, Newport in Shropshire. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is an enclosed area available for outdoor play. The setting opens term time only, Monday to Friday, from 7.30am until 6pm with before and after school sessions from 7.45am until 9am and 3.30pm until 6pm. There are currently nine children attending who are within the early years age range. The setting provides funded early education for three- and four-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs six members of childcare staff. Of these, one holds Early Years Teacher Status, three hold appropriate early years qualifications at level 3 and two are unqualified.

What the setting needs to do to improve further

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

- enhance children's independence skills during child-initiated play times so that they are able to make informed choices from the outdoor equipment they cannot see as well as the equipment they can
- enhance children's self-care skills, for example, by encouraging them to cut up their own fruit during snack times.

Inspection judgements

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

The teaching within the nursery is strong because the management and staff are qualified and attend ongoing training. As a result, children's learning and development is effectively supported. The staff are committed and enthusiastic about their roles, thereby ensuring that all aspects of the learning environment are promoted. This supports children's progress towards the early learning goals. The management and staff are a strong team and have a clear understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Staff have high expectations for the children they care for because they have high expectations of themselves. As a result, all children make good progress given their starting points. Secure planning ensures the teaching strategies used enhances children's physical and communication skills alongside their personal, social and emotional development. For example, staff caring for the older children encourage turn-taking and language skills through fun board games.

This also enhances children's understanding about fairness and further supports their confidence and social and emotional development. Older children like to build with construction, which helps them develop their understanding about shapes and numbers.

All children enjoy story time and also like to sit and read their books during quieter times. This supports their literacy skills and also fosters their readiness for the next phase in their learning and for school. Younger children enjoy threading beads together to make bracelets for their family. During such times the children compare shapes, count and explore measure, which enhances their mathematical understanding. All children enjoy their outdoor play times. They like to climb and balance and chase one another around in the fresh air showing they are having fun while being physical. Older children show empathy as they play football with younger children, supporting them with their play. During the day, all children can make choices to spend time indoors or outdoors as they wish. However, during child-initiated play times outdoors, children are not informed about the full range of equipment that are available to them because the store door is locked. As a result, children can only choose from the equipment they can see and not the equipment they cannot. The staff invite visitors to the nursery to support children's current and ever-changing interests. For example, when the crafts experts visit they encourage children's interests in arts and using a variety of mediums. During such times the children also discuss their own and other's cultures. For instance, they make Diwali lamps using paints and glitter and experiment with a range of tools under close supervision. Older children practise new skills, such as juggling and plate spinning through circus trained visitors, which also supports their physical development. As a result, children's imagination and creativity is further enhanced and their understanding about the world around them is fostered.

The assessment of children's learning and development is effective because the staff observe them as they play, identify their interests and ensure this is included in the planning of their activities, so that their individual needs are identified and met. The next steps in children's learning are identified and their progress is tracked to ensure that there are no gaps in their learning and development. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported. With parents' permission, this ensures that all parties liaise to ensure consistency and continuity for all children on roll. This helps to ensure intervention for all children. Staff caring for toddlers within the nursery talk with parents to ensure the most suitable time is identified to provide a comprehensive summary of their child's learning and development in time for their progress check at age two. The nursery promotes partnership working with parents through a variety of ways. For example, staff engage parents in their child's learning and development through daily two-way discussions and feedback. They also ensure parents are informed of ways they can further support their child's learning and development at home. Planning is displayed, so that parents can see what the children are currently interested in. Also, parents are encouraged to look at and add to their child's learning journal documents. Parents share what they know about their child, so that they and their child's key person work closely to ensure each individual child is supported. As a result of this good two-way communication, children's learning and developmental progression is supported well. During settling-in sessions, parents and their child's key person, discuss routines and the child's previous learning, so that this and initial observations by the key person ensure secure starting points are identified upon which to

build children's learning and development across all areas.

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

A warm and welcoming environment is provided by the management and staff for all children and their parents and carers. The key person systems ensure children's emotional well-being is fostered. This and good information collated from parents ensures children's individual needs are identified and met. Staff are caring towards the children and support them well should they become distressed. The staff spend much of the day working directly with the children which enhances attachments thereby fostering children's self-esteem and confidence. Praise is meaningfully given as children enjoy their play and achieve what they set out to do. As a result, children settle into the nursery environment quickly and become enabled to learn. There are good systems in place to support transitions within the nursery and beyond. Key persons share information with one another to ensure the child settles well. As children become ready to move onto school, staff support them through discussions and various activities that help them to begin to understand this important transitional phase of their life. The staff ensure good communication between the nursery, other settings and school. This ensures that everyone is working together, so that children's needs are identified and met, thereby supporting positive transitions for all.

Children enjoy their time with one another and their peers. They are well-behaved, share and take turns with the resources showing good levels of confidence and a sense of belonging to the nursery. This also fosters children's ability to develop friendships. Staff encourage children to practise pouring their own drinks. However, there is scope to further support children's independence skills during such times, for example, by encouraging children to cut up their own snack fruits. Children's learning about a healthy lifestyle is fostered well because staff talk to the children about washing their hands before they eat and after visiting the toilet. Children's learning about a healthy lifestyle is further enhanced because they enjoy playing outdoors in the fresh air every day. Staff remind children about safety during their indoor and outdoor activities, such as not running too fast, and sitting down at the table when using scissors. Staff further support children's awareness of keeping themselves safe as they talk to the children about road safety and engage them in practising the evacuation procedures of the nursery.

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

The management and all staff are fully aware of the learning and development requirements and safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Risk assessment is undertaken by the staff in all indoor and outdoor areas. This and risk assessing outings of the premises ensures children's safety. Robust policies and procedures are followed to ensure children are cared for in a safe environment. Staff attend safeguarding training, which includes training on the protection of children from abuse. They are confident in their ability to identify possible

signs of abuse and they know the procedures to be followed should they have a concern about a child in their care. The staff attend first aid training, which further ensures children's safety and well-being. The recruitment procedures of the nursery are robust and include ongoing checks of the suitability of staff to work with children. This also ensures children's safety and well-being.

The monitoring of the teaching and learning programmes within the nursery is a good. This supports children's learning and development well. For example, the management monitor the quality of teaching and provide staff with support and feedback during supervision sessions to help them continue to improve their already good practice. Staff are well qualified and attend ongoing training to further enhance their already good awareness of how children learn through good levels of engagement. There is a continuing, targeted programme for the professional development of all staff to ensure that they consistently improve their early years knowledge and understanding over time. The self-evaluation processes in place includes input from the management, all staff and the parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified and supported. For example, the provider has an Early Years Teacher Status qualification. As a result of this qualification, the provider has gained skills in expertise to develop excellent practice for children from birth to five years of age. This impacts strongly on children's learning and development across all remits and also supports their transitions into school. Other staff use their knowledge gained from qualifications and training to enhance children's learning and development. For example, staff are Makaton trained and have attended sounds and letters training. As a result of this, children's communication and language development is very well fostered. Those staff working with the younger children have attended treasure basket training. As a result of this, they support young children's interest in the world through exploration of natural objects that stimulate their imagination and exploration.

Partnerships with parents and other providers and professionals are effective and ensure that everyone working with the individual child is included. Children with special educational needs and/or disabilities are supported well through intervention processes and through discussing with parents about how best to support their child. Information is provided to parents about the provision, their child's care and their learning and developmental progress. Newsletters and displays ensure parents are kept informed and up to date. Access to the policies ensure parents are informed about the procedures that are implemented throughout the 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	EY470297
Local authority	Telford & Wrekin
Inspection number	940206
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	9
Name of provider	Nic and Tim Childcare Partnership
Date of previous inspection	not applicable
Telephone number	07757616252

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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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