

# Tolworth Infants School Early Years

Tolworth Infant and Nursery School, School Lane, Tolworth, Surrey, KT6 7SA

## Inspection date

21/03/2014

Previous inspection date

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

- The learning environment is exemplary as staff combine high quality resources to create challenging, interesting activities across all areas of learning.
- Children benefit from excellent support to be independent, active learners, both indoors and outside. As a result, they gain excellent self-care skills.
- Staff have exemplary teaching skills and can use spontaneous moments or planned activities to promote specific learning targeted at children's next steps.
- Well-established community links mean that families receive excellent support for their needs and for their children's needs.
- Children make rapid progress in key areas of development because the teaching, partnerships and learning environment are expertly tailored.

## **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 at play indoors and outside.
- The inspector spoke with the manager about safeguarding and monitoring aspects of the provision.
- The inspector and manager were unable to carry out a joint observation, but discussed how work is evaluated.
- The inspector spoke to parents to gather their views.
- The inspector sampled a range of documentation including children's learning journals, policies and procedures.

## **Inspector**

Susan McCourt

## Full report

### Information about the setting

Tolworth Infants School Early Years registered for the care of children aged two in 2013. The nursery operates from Tolworth Infants Primary School, Tolworth, Kingston Upon Thames. The nursery is registered on the Early Years Register. Children attend sessions from 8.45am to 11.45 noon and 12.15pm to 3.15pm term-time only for funded two-year-olds. The premises consist of a large foundation stage classroom and outdoor play facilities, and the two-year-olds share the majority of the provision alongside children aged three and four. The nursery supports children with special educational needs and/or disabilities. There are currently three members of staff directly involved in the care and management of the two-year-olds. One holds qualified teacher status and two hold childcare qualifications at level 3.

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

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

- enhance opportunities for staff's further professional development by visiting other settings for two-year-olds to share ideas and expertise.

### Inspection judgements

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

The staff have an excellent understanding of how to meet the learning and development requirements of the Early Years Foundation Stage. They create an exciting and dynamic curriculum, making highly effective use of an excellent range of resources. Staff make detailed plans based on children's interests and their identified next steps, which means that children are continuously engaged in high quality, purposeful play. As a result, they make rapid progress given their starting points and capabilities.

Staff have exemplary teaching skills. They have a very strong understanding of how children learn to communicate and have clear strategies to support children as they learn. Children who attempt new words hear the right word said back to them as staff repeat and extend what they say. In this way, children learn to say new words accurately. Staff add gesture and sign language to their speech so that children can learn in context. In this way, when a teacher says 'put the puppet next to you', she pats the floor next to the child so he understands what she means. Children make rapid progress in their communication and language skills as a result. Staff give excellent support to children in decision making and choosing. For example, children choose from a series of pictures to select the one associated with a song they want to sing. The child puts the picture in the middle of the song board and all the children sing together. As all the children get a turn, they are happy to wait and take their choice.

Children improve their critical thinking and problem-solving skills due to staff's considerate support. Seeing that a child is unravelling a piece of material, the staff member asks what is happening and supplies what he needs. She checks what he wants to achieve and suggests solutions that could help, allowing him time to think and to decide. This means that the child has time and space to follow an idea of their own and learn which tools will help them to achieve it. Staff give children's independence a high priority, and many resources are adaptable so that children can set their own challenges. For example, children use planks and wooden boxes to make a low structure and then balance along it in different ways. They hop, jump and sway, practising their balancing skills in open-ended play. Similarly with sensory play, children scoop and pour water, also taking it to water the flowers they have planted or to the paddling area. They create their own play ideas in a well-structured play environment. Children use their mathematical knowledge to count puppets and sort them into pairs. They make excellent use of technology to play matching games on tablet computers, identifying shapes, sizes and colours and switching expertly between activities. As the two-year-old children play alongside older children for the majority of their time in the nursery, they learn a great deal from watching and joining in.

Staff meet with parents before the child attends to establish a close working partnership and gather information about the child's starting points. Soon after the child starts in the nursery, staff make a baseline assessment of their developmental stage using published guidance. They meet with parents to identify the child's next steps and how staff and parents will work in tandem to support the learning in nursery and at home. Staff write plans for activities each week and adapt and evaluate every day, so the children are always enjoying activities and interactions which are expertly pitched to support them in their learning. Staff track children's learning every term, and monitor children's development closely. Parents add photographs and comments to the child's learning journal and take the journal home on a regular basis. Staff intend to carry out the progress check at age two in conjunction with their colleagues from health, and the parents. The close partnership means that children have a high degree of consistent support and as a result make excellent progress in their learning and development.

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

Staff have secured a highly effective key person system for children. One member of staff acts as key person for all the children aged two, and her links with the community mean that she already knows the families. Staff make home visits to the families before the children start in the nursery and arrange settling-in visits, during which parents can stay and play with children. This helps children to settle and become confident to separate from their parents. Staff know the children's individual needs very well and work closely with other staff in the nursery to ensure that they also know each child well. This means that, as children enjoy moving between activities in and out of doors, they are always with staff who know them well. As children move into the older age range, they change key person, but will still be in the same learning environment, receiving the same expert support for their learning. The learning environment is a key feature of this outstanding nursery. Staff expertly combine equipment to create activities and play zones which

include all areas of learning. For example, the role play area includes writing materials, technological toys and activities that support mathematical development. This is alongside a wide range of equipment to support imaginative play, with lots of scope for communication and language. Outdoors is also an exemplary learning environment which skilfully combines landscape features such as small hills and water features with well-designed planting. Children can explore the shapes of ammonites embedded in the path, and brush through tall grasses and bamboos. Children enjoy free choice of play and have two group times in their own age group. This routine supports children as independent active learners and still gives them specific teaching time.

Children have excellent opportunities to learn about healthy lifestyles. They play a full part at snack times, peeling hard-boiled eggs for their sandwiches, buttering the bread and gaining exemplary skills in self-care. It is also a key part of their small muscle development as they manipulate the cutlery and tools they need to prepare the food. Staff initiate conversations about healthy food and friendship as children help each other around the table. Staff are also skilled at teaching children to handle the tools safely, such as small knives for cutting and peelers for the carrots and other vegetables. Staff give excellent support for helping children to manage risk and learn how to keep themselves safe. Children enjoy daily play outdoors in the fresh air and also benefit from outings in the local community.

Children have exemplary support for their behaviour and social skills. Staff are exceptionally clear and specific about their expectations which helps children to learn to sit and listen when required and use gentle hands and feet when playing. Children cooperate in play as they understand how to take turns, sometimes using a sand-timer to help do this. Children show empathy and consideration by being very careful with water, for example, when there is a possibility it might spill onto a friend. Staff are very skilled at handling challenging behaviour and work with parents to devise consistent strategies so that children have the best opportunities to learn. Children learn to use words to communicate what they want which helps them to be less frustrated and more able to express themselves and be heard. Children thrive in this positive atmosphere and quickly acquire the skills that will support them in their future learning.

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

Leaders and managers have an excellent understanding of how to meet the safeguarding and welfare requirements. The provision for children aged two has been added to a well-established, high-quality nursery and school. As such, it benefits from clear governance, policies and procedures. All staff are checked as to their suitability as part of the rigorous recruitment process. They each have a handbook which includes the safeguarding policies and procedures so staff know exactly what to do should they have concerns about the welfare of a child. All documentation, such as registers and children's information, is professionally maintained and updated. This underpins children's well-being.

Staff have excellent opportunities to develop professionally in their work. The manager is

frequently present in the nursery and knows each member of staff very well. Staff have regular supervision and appraisals which helps to identify their own learning needs and ideas for improvement. A well-established structure of mentoring and training events means that staff have frequent opportunities to build their knowledge and understanding. This creates a cohesive, expert team in the nursery. However, the staff working with children aged two have not yet had many opportunities to share ideas and expertise with other providers working with two year olds. The manager makes detailed checks on staff teaching skills and also makes thorough analysis of the data on children's tracking. The manager works with staff to adapt the curriculum to suit each cohort of children. For example, each group of children may require a slightly different length of planning cycle to suit their pace of learning. The manager also works closely with each cohort of parents to meet the families' needs. As a result, they work with the children's centre to provide a group for the parents to practise behaviour management skills with children when they are tired after nursery. This means that children benefit from expertly structured support in the curriculum and in support of their home life.

Parents are extremely appreciative of the quality of provision for the children. They describe the great progress that the children have made in their social and language development, Parents also value the support for other skills such as potty training. This means that parents are very confident of the care and education that their children receive. Parents benefit from a detailed verbal handover and regular meetings with the key person to discuss the child's learning and development. Staff work very closely with other professionals in support of children's learning and devise shared strategies to help children learn. Close links with the children's centre means that families benefit from the early intervention that the nursery provision offers. This places the school and centre at the heart of the community.

## 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

<b>Unique reference number</b>	EY466799
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	936441
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Tolworth Infant and Nursery School
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02083994231

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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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