

Taywood Twiglets

Sure Start South West Burnley, 21 Tay Street, BURNLEY, Lancashire, BB11 4BU

Inspection date

Previous inspection date

10/06/2014

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 enjoy their time at the nursery where their individual needs are well met and valued, including those with special educational needs and/or disabilities
- Astute observations and assessments of children's progress are used to plan stimulating and engaging activities that enable children to make good progress given their starting points and capabilities.
- Links with parents and a variety of agencies are strong. Relevant information is shared and children's individual needs are supported and met well. This means all children are fully included and have a positive attitude towards learning.
- Leadership and management is good. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience and are well safeguarded.

It is not yet outstanding because

- The programme for continued professional development in this specialised nursery is not yet fully embedded to ensure staff's practice is monitored closely and to provide further opportunities to improve the provision for all children.
- Opportunities to further develop children's independence skills and understanding of good hygiene practices through daily routines are sometimes not fully exploited.

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 and children at play throughout the session.
- The inspector spoke with the children, manager and staff throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at a range of documentation to ensure the safe running of the nursery and ensured appropriate suitability checks were in place for all staff.
- The inspector considered the views of parents spoken to on the day.

Inspector

Linda Shore

Full report

Information about the setting

Taywood Twiglets was registered in 2013 on the Early Years Register. It is situated in the Sure Start South West building, a purpose-built premises in Burnley, Lancashire and is managed by management committee. The nursery serves the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, two are qualified at level 4, one at level 3 and one at level 2. The nursery opens Monday to Friday term time only. Sessions are from 8.30am until 11.30am. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group. The nursery provides funded early education for two-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make sure that training and mentoring improves practice even further by focusing targets linked to staff's continued professional development within this specialised sessional provision
- make the most of opportunities to develop children's independence and self-care skills even further through daily routines, for example, by teaching children to clean up any spills and serving food on to individual plates.

Inspection judgements

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

Teaching is very good overall across the nursery. Staff have high expectations of the children. The management team and staff recognise that children learn through play and plan a range of exciting and challenging activities to appeal to children's interests and promote their learning. Staff exploit spontaneous teaching opportunities to extend children's good learning even further. They skilfully use open-ended questions to encourage children to think and reason, and give them time to respond fully. For example, children are encouraged to think and problem solve by moving the pan closer to the sand as they help to sweep the floor. Staff use a combination of initial observations and information obtained from parents, as a clear starting point on which to build children's learning. Planning is effective in providing a broad range of interesting daily activities based on children's individual learning needs and covers all seven areas of learning in depth. The key persons use accurate observations and tracking of children's development to ensure they are working well towards the early learning goals in their preparation for

starting school. The provider tracks children's development and discusses this with key persons to ensure all children's needs are fully met and they make strong progress. Staff complete the required progress check for children aged between two and three years and include in this the knowledge that parents share of their children's achievements. This ensures that any gaps or delays in children's learning are identified quickly and addressed early.

Story time is enjoyed by children in small groups and on a one-to-one basis, and used effectively to develop their speech, understanding of the world, colour and numbers. Staff link the books to children's current interests and experiences, such as animals and the animal noises children may encounter when the mobile farm event takes place later in the day. This brings the book to life and reinforces children's learning. Children also develop useful skills for the future as they use technology, such as computers. They have many opportunities to express themselves creatively because they have many interesting resources readily available. Children enjoy one-to-one time with their key person, particularly during the early days at the setting when staff use a number of sensory experiences to help children relax. Children show increasing control of their body as they experiment with different ways of moving. For example, they balance, climb and slide. Outdoors, children explore the natural world as they investigate mini beasts and relax in the willow den.

Children with special educational needs and/or disabilities are particularly well supported and develop trusting relationships with their key person and staff. Adults engage them in very carefully planned activities and effective, targeted strategies, which develop their skills and confidence. Staff work closely with parents and a range of health professionals, so that children's needs are fully met and they are included in all the activities. Parents receive clear and regular information about their children's progress and development, and good systems are in place which support them to be involved in their children's learning at home and at nursery. For example, parents contribute to their children's learning through the highly effective 'parents at play' programme. This sees parents take part in fun activities with their children while staff model good communication skills. After one session, parents take away some 'home-made' play dough, a recipe to make their own, and improved communication skills to continue working with their children. This is building continuity of care and learning, helping children develop the skills they need to be well prepared for the move on to nursery school.

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

Children and their families are warmly welcomed into the calm, well planned environment. As a result, relationships between staff and families are very good. Children are happy and settled in nursery. They have formed secure attachments to staff who work hard to provide a nurturing environment and close relationships, so children can develop the security needed to underpin their learning. This is facilitated through an effective key-person system which allows children and families to develop these attachments and relationships further. This also contributes to children's positive, emotional well-being. Parents are provided with valuable information about their individual key person and the

role the key person will play in their child's learning journey. Staff gather a good range of useful information from parents about their children before they start and during the initial weeks. This enables them to get to know children and their families at the start of the placement. As a result, children make smooth moves between home and the nursery.

Children of all ages demonstrate good levels of confidence and self-esteem and their behaviour is good. Staff are good role models as they treat each other and all children with respect and patience and provide consistent messages about right and wrong. Children learn to use the toilet independently and they know they need to wash their hands after using the toilet in order to prevent the spread of infection. Hygiene is generally good throughout the nursery and children play and learn in a clean, safe environment. Children are developing some self-care skills as they begin to manage their own personal needs. For instance, children try to find their own peg to hang up their hat and are supported in these tasks by staff, who gently encourage and guide them as they learn to do things for themselves. Children are well nourished because they enjoy healthy snacks, such as milk, water and banana loaf. However, there is further scope to develop children's independence skills and their understanding of good hygiene practices by exploring all opportunities for them to use individual plates for their food and learn to clean up any spills for themselves. Children's good health and their understanding of the importance of a healthy lifestyle are promoted as they go outside for play and exploration on a daily basis. This means children benefit from fresh air and exercise and learn through the sensory experiences of playing in various weather conditions.

Children are supervised well at all times and this keeps them safe within the nursery, outdoors and as they attend events outside the setting. The good behaviour helps keep children safe as they pay attention, for example, when reminded to walk when they are inside and to line up so staff can count them before going out to see the farm animals. The security of the premises also promotes the safety of children. For example, there is an effective entry process that ensures unfamiliar people are identified before gaining entry. The stimulating, indoor environment is welcoming for children, with resources easily accessible. This promotes their confidence in making decisions and means they sustain their play activities for a period of time. This all contributes well to children being prepared for their next stage of learning and effective links and visits from staff at the linked nursery school eases the move when the time comes.

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

The team work very well together and are supportive of one another. All staff have a good safeguarding knowledge and practice, which enables them to implement the safeguarding policy effectively. All necessary safeguarding procedures are followed by staff and the required documentation is in place, understood and accurately completed to protect children's welfare. For example, registers of children's attendance are precise and monitored well. As a result, families and authorities are contacted quickly if absences are unexplained. Clear recruitment, vetting and induction procedures are in place, ensuring

children are cared for by qualified, suitable staff. The management team has a thorough knowledge of procedures to follow in the event of an allegation against a member of staff. Children are effectively safeguarded through staff implementing the setting's clear policies and procedures, such as behaviour management and the use of mobile phones and cameras in the nursery. Risk assessments are conducted to ensure all areas used by children are safe and secure. Daily checks to all areas of the nursery, further help to protect children's welfare. Minor injuries and illnesses are managed very well by staff with a current first-aid certificate, and records are meticulously kept and shared with parents at the end of the day.

The provider has a very good overview of the progress children are making through the comprehensive tracking system. All staff demonstrate a thorough understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children are happy, engaged and making good progress. The management and staff are committed to improving the quality of the provision even further. They respond quickly and effectively to identified areas for development as they tailor the provision to meet the specific needs of the funded two-year-old children. This all contributes to a detailed development plan to continually improve the experience for children. All staff working in the nursery also work in the linked nursery school nearby. Appraisals and supervisions take place for all staff to continue their own professional development. However, this system is not yet fully embedded and there is scope to specifically target staff development at further raising the achievements of the two-year-olds who attend this specialised provision.

Partnerships with parents and professionals is a strength of the nursery. Staff are friendly and chat openly with parents as they share information and make time to ensure that they have the opportunity to discuss any needs. This means parents are well informed about the welfare and learning and development needs of the children. Parents are complimentary about the nursery staff and refer to their friendliness and the fact they provide support and guidance for the whole family to even further promote children's learning and well-being. Staff communicate well with other professionals, including special educational needs specialists, children's centre family support workers and social services. As a result of these strong partnerships, children benefit from a consistent approach that meets their many varied needs and contributes to the good progress they make in preparation for their future learning.

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	EY473256
Local authority	Lancashire
Inspection number	947920
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	25
Name of provider	Taywood Nursery School Extended Services Ltd.
Date of previous inspection	not applicable
Telephone number	01282 425601

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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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