

Tamworth Nursery (Special Needs)

Torc High School, Silver Link Road, TAMWORTH, Staffordshire, B77 2HJ

Inspection date

02/07/2014

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

- Leaders and managers implement rigorous and highly effective safeguarding procedures to ensure children are fully protected. They continuously monitor the quality of teaching to ensure that children benefit from high quality learning experiences.
- Key persons pay close and supportive attention to the safety and well-being of all children. They are exceptionally well informed of children's individual needs and are highly trained in specialist care. As a result, children remain safe and secure, and build positive and trusting relationships with adults and each other.
- Leaders and managers establish highly professional partnerships with parents and carers, and other health and educational specialists. This secures children's emotional well-being, significantly enhancing their progress.
- The exceptionally high quality of teaching results in children's significant progress and achievement towards their individual learning goals, taking into account their interests, learning styles and future targets for success. This prepares them very well for their next stage in learning and school.

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 nursery and conducted a joint observation of a planned activity with the manager.
- The inspector held discussions with the nominated person, manager and staff, and observed children present on the day of inspection.
- The inspector looked at children's observation and assessment records, and planning documentation, including early years summary reviews and two year progress checks.
- The inspector checked evidence of suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector spoke to parents to obtain their views and took account of their written comments, included in the provider's own quality assurance survey and children's development records.

Inspector

Jayne Rooke

Full report

Information about the setting

Tamworth Nursery (Special Needs) was re-registered in 2014, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Tamworth, Staffordshire and is managed by Two Rivers School. The nursery serves the local and wider area, and is accessible to all children. It operates from a designated nursery unit, within Torc High School campus. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. One member of staff holds a foundation stage degree. The manager holds Qualified Teacher Status. The nursery opens Monday to Friday during term time, from 9.30am until 3.15pm. Children attend for a variety of sessions. There are currently 19 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It specifically supports 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:

- extend the already exceptional partnerships, for example, by helping parents to learn about the significant benefit of a 'sensory curriculum', in order to enhance further their child's development and experiences.

Inspection judgements

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

Staff provide a broad and exceptionally well-planned range of stimulating activities and experiences, specifically tailored to meet the individual, and often complex, needs of children with special educational needs and/or disabilities. Consequently, children thrive and make significant progress in their development from their starting points. Staff use their expert and specialist knowledge of how to promote early learning, with specific focus on sensory development. As a result, children benefit from very high quality and enjoyable sensory experiences, such as body massage and texture exploration. Children with hearing impairments learn how to communicate and express their own thoughts and feelings, as they manipulate playdough and explore soft food mixtures. They signal their delight and sense of curiosity during these activities, through broad smiles and wide-eyed expressions, as they create patterns, mould shapes and transfer objects to different places. Girls and boys benefit from exceptionally close and supportive attention, as they participate in special massage activities, which contribute significantly to their physical development. Key persons use their skilful expertise to continually enhance children's learning, by adapting their practice to follow young children's changing interests. Consequently, children develop a strong sense of the world around them, and develop a greater level of

autonomy and independence in their thinking. Staff skilfully use recognised sign-language techniques and picture prompts, significantly enhancing children's communication and language development. As a result, children quickly learn how to make choices and decisions about their own routines and areas of play. For example, they thoroughly enjoy outdoor play and receive high levels of specialist support, to help them access role-play toys, sand play, construction and physical play equipment. They learn how to 'negotiate' the best time to have a picnic outdoors, as they move between indoor and outdoor routines. They eagerly anticipate and join in with interactive computer programmes, which help them to listen, concentrate and respond to instructions through songs, music and movement.

The enthusiastic and positive interactions of the staff, and other partner specialists, significantly enhance children's all round development. Key persons interact exceptionally well with each child, responding promptly to their individual forms of communication. In this way, children learn how to interact with others and to express their views. This prepares children exceptionally well for their next stage in learning. Consequently, children make rapid progress and are very well-prepared for their attendance at mainstream and specialist schools. Observations and assessments are clearly recorded and exceptionally well-matched to the educational programmes. As a result, staff plan purposeful experiences, which provide exceptional opportunities for children to develop the characteristics of effective learning. For example, 'all about me' information is used effectively to help key persons plan activities and provide resources, which encourage children to overcome their fears and anxieties of small creatures and insects. Consequently, children develop the confidence to explore features of the natural world. This extends children's understanding and curiosity, and helps them to actively participate in more varied learning experiences.

Parents and carers are highly valued and involved in all aspects of their child's learning. They receive timely and informative details of their child's progress and next steps, so that they can contribute effectively to their child's ongoing development. For example, staff involve parents and professional partners in regular progress summary reviews, to guide and inform plans for continuous support. They encourage parents to follow good practice ideas at home, such as how to promote children's physical and language development. In addition, staff have successfully introduced an internet learning journal record, forming a two-way and direct method of communication. This enables parents and carers to contribute and share detailed information, with their child's key person, about aspects of their child's learning at home, and to highlight 'wow' moments of their child's achievements. However, there is scope to enhance the already exceptional partnerships, for example, by helping parents to learn about the significant benefit of a 'sensory curriculum', in order to enhance further their child's development and experiences.

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

Staff create a vibrant and welcoming atmosphere where children are eager to attend. The high levels of support and excellent interactions from staff help children to feel safe, secure and valued as individuals. As a result, children separate happily from their parents, forming strong bonds and relationships. Staff skilfully assess and organise the nursery

environment to enable children's free and supported movement between activity areas. This promotes children's safe care. Toys and resources are of exceptionally high quality, offering children safe access to a broad range of activities and games, which they thoroughly enjoy. In addition, staff skilfully encourage children to develop their independence, by helping them to use specialist equipment during sociable and enjoyable times of the day. This increases children's ability to cooperate and enjoy the company of others. Consequently, children develop high levels of self-esteem.

Staff follow stringent health care routines to ensure that children remain comfortable and clean. They help children to learn about the importance of good hygiene through the daily routine. Key persons are vigilant about children's safe care and are highly trained in using specialist equipment, to support children's individual health needs. In addition, specialist health care services within the school building are easily accessible, so that prompt and immediate action can be taken to secure children's safety and good health. Staff provide nutritious snacks, so that children benefit from healthy food choices. They carefully monitor and record children's intake of fluids to ensure their specific medical and dietary requirements are safely maintained. Parents receive a detailed summary record of their child's daily care routines, so that they are fully informed of all matters affecting their child's health and safe care.

Staff are very supportive of children's emotional well-being. They fully understand the individual needs of each child, and undertake specialist training to complement and enhance the broad range of health care interventions and services, which children receive. As a result, children confidently embrace new treatments, therapies and activities, which are beneficial to their healthy growth and development. In addition, they learn how to develop their social interactions with others, and how to manage their behaviour in a highly supportive and caring environment. This helps children to successfully adapt to change as they transfer between home, nursery and other organisations.

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

Leaders and managers have extensive knowledge of the Early Years Foundation Stage requirements. They implement stringent and rigorous policies and procedures to ensure children are fully protected. For example, all staff have up-to-date knowledge of recognition, response and referral procedures, so that they can quickly identify and respond to any matters regarding children's welfare. The suitability of staff is rigorously checked through the Disclosure and Barring Service, and is regularly reviewed at individual appraisal meetings. Staff recruitment follows clear guidelines to ensure that staff hold relevant and necessary qualifications, skills and expertise, which is consistent with their role and responsibilities. In addition, managers conduct extensive peer review observations, to ensure that the quality of teaching meets very high standards. This ensures that children consistently receive high quality care and learning experiences.

The manager is a highly effective role model and early years practitioner. She uses her teaching skills and expertise to best effect to monitor the quality of the educational programmes, and to guide and inspire the highly professional performance of staff. Staff

are highly committed to professional training and development, attending regular training courses to complement their high level qualifications and existing experience and expertise. For example, staff have attended training in baby massage techniques, so that they can support and enhance children's development through physical and sensory therapy. They skilfully apply communication techniques, supporting children with sensory impairments and complex needs. They work in very close partnership with parents, health care professionals, educational psychologists and family services, to ensure that children receive consistent care and support. Consequently, children make excellent progress towards their individual learning goals.

The manager uses highly effective quality assurance assessment tools very well, to identify what works well in the nursery and to establish key areas for improvement. She actively seeks the views of parents, early years professionals, staff and children, to inform and guide exceptional practice. As a result, children receive high quality support and benefit from well-researched therapies, to enhance their continuing development and emotional well-being. For example, the nursery has received a quality award for the use of highly effective sign language, picture prompts and other specialist treatment approaches, to significantly enhance children's ability to communicate. Dual placements between special educational needs provision, mainstream schools and other care providers, have been successfully introduced to ensure that children benefit from a broad range of experiences to support their particular needs, and to significantly enhance their progress in all areas of learning. In addition, the manager contributes to early years network groups, to share and consolidate best practice ideas with others. This demonstrates highly effective and continually evolving practice, which meets the individual needs of children and families very well.

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	EY472905
Local authority	Staffordshire
Inspection number	950350
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	19
Name of provider	Two Rivers School
Date of previous inspection	not applicable
Telephone number	01827 475959

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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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