

# Torwood House Nursery School

27-29 Durdham Park, Redland, Bristol, Avon, BS6 6XE

## Inspection date

Previous inspection date

12/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are happy and confident because of the staff's individual, caring approach. Dedicated teams of adults foster strong relationships with parents to support children.
- Staff teaching enables children to be eager, involved in play and independent..

### It is not yet good because

- The provider is not fully aware of the responsibilities for keeping records about children securely and confidentially, including their responsibilities under the Data Protection Act 1998. Keeping confidential records insecurely compromises children's welfare.
- The management has not extended the evaluation process to cover all aspects of the provision for children to help ensure continuous improvement.

## **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 many of the play rooms and outside learning areas.
- The inspector had discussions with management, staff, children and parents.
- The inspector undertook a joint observation with a manager outdoors.
- The inspector sampled a range of documentation, including self-evaluation documents, children's records and safeguarding procedures and policies.

## **Inspector**

Angela Cole

## Full report

### Information about the setting

Torwood House Nursery School is part of a long-established independent school and is one of three linked nurseries. It operates from a converted, listed building close to the Downs in the Redland area of Bristol. Children come from a wide area in, and around, the city. They have access to 13 playrooms, the school hall and associated facilities. They use four enclosed, outdoor areas, including suitable grassed areas. The nursery school opens each weekday from 8am to 5.50pm, except for public holidays. The nursery school is registered on the Early Years Register and there are 237 children, aged from six weeks to under five years, on roll. Staff support children with special educational needs and children learning English as an additional language. The provider is in receipt of funding for the provision of free early education for children aged three and four years. The provider employs 43 staff who work directly with children. All but five of these have recognised early years qualifications, including the general manager who has achieved early years professional status. A further staff member has a degree in early childhood studies. There are two staff gaining a qualification and six working towards a further qualification.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure confidential information and records about children are held securely and only accessible and available to those who have a right or professional need to see them, and providers must be aware of their responsibilities under the Data Protection Act (DPA) 1998

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

- extend the evaluation processes to include reflection of the overall management of the provision to fully enhance outcomes for children and drive continuous improvement more effectively.

## Inspection judgements

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

Children demonstrate they are happy and stimulated at the nursery school. They enjoy playing with toys and equipment, and participating in activities that promote their learning effectively across all areas. Staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. They gain detailed information about children before they start at the nursery school which helps children

settle in. Staff have a strong understanding about the use of ongoing, observational assessment, including through the required progress checks for two-year-old children. Although some learning records are not up to date, they show how staff effectively evaluate children's responses to their learning experiences. Staff then incorporate what each child needs to learn next into their planning. Timely interventions help to close gaps in the development of children who need additional support, including those learning English as an additional language. Staff discuss children's learning on a daily basis and work with parents to provide a shared, consistent approach to help children progress. Families meet regularly with key staff to discuss children's progress, as recorded in their learning journals. These records include contributions from parents for staff to value and build on children's learning at home. However, the staff team lack sufficient awareness of the importance of keeping children's records secure. This is because there were occasions when children's records were not stored confidentially and other adults had access to them. Although this is a breach of requirements, it does not significantly compromise children's safety.

Staff are warm and caring so that babies and children enjoy activities individually and in groups. The youngest children particularly enjoy sensory play, including with shredded paper and sand on the floor to make footprints. Books are tidily stored so that all children can choose them easily. The youngest children's language skills are extended effectively when staff engage them in conversation this encourages them to communicate, for example, about the crayon drawings they make. Staff provide babies with activities that are meaningful and that offer them choice. For example, young children explore the textures of glue and paint. They choose musical instruments, including a rain shaker, while staff sing and encourage them to play in different ways.

Staff provide a range of equipment for toddlers and older children to develop their play and learning. They encourage children to learn about their wider world. When children return from visiting their home countries, staff encourage them to share their interests, including national dances. Staff enable children to explore themes, such as 'Where we live and where we are from'. For example, three-year-old children use their imaginations to act out different roles, including two who ride a wheeled toy using a hoop as their seat belt. Although imaginative play areas do not appear to be particularly exciting, or resourced with many real items, children enjoy and concentrate on their home role play.

Staff focus on children's communication in many individual and group conversations. For example, children discuss how to give others space for their activities. They move five paces backwards and give the correct answer when they take one away during number songs that encourage simple subtraction. These activities demonstrate their emerging communication, language and mathematical skills. Children enjoy group activities, such as story times, when they develop their literacy interests and skills. Staff promote story making by encouraging younger children to tell a tale about a chosen toy. Pre-school children pretend to become a character that they would like to be, such as a mum with a new baby. They explore the happenings and changes this brings. Staff consistently help children to think more deeply by offering challenges, including encouraging them to recognise letters and their sounds. Children persevere and concentrate well, so they make significant progress in their learning, ready for the next stage in their education.

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

Although staff generally promote children's well-being effectively, the provider does not always ensure confidentiality with children's records. Nevertheless, dedicated staff teach children the basic skills in how to keep themselves safe. Children learn to negotiate the many stairs and play outside on the various physical play resources. They enjoy games, such as hiding in a storage chest while the adult lifts the lid. They learn to be careful of others inside the space and to trust the adult. Staff enable children to develop new skills as they begin to balance and build with tyres, crates and planks of softer materials.

Children are able to make some progress in their physical development because adults encourage them to be active. Although some two-year-olds decide whether to play in or out of doors, staff do not give other children this choice. Staff tend to take babies outdoors in the afternoons, where they can explore appropriate physical equipment in the shade. They take older children downstairs and outdoors regularly during sessions, and after lunch, so they have fresh air daily. Some sessions for older children include practising a physical skill, such as ballet, gymnastics, and playing with balls and racquets. Staff follow children's interest in such activities, which keeps children motivated.

Staff teach children about keeping themselves healthy, such as when children talk about the herbs, vegetables and fruits they grow to include in their meals. Older children tell staff about cleanliness, such as the need to wash carrots before eating these. Although children are not involved in the preparation, serving and clearing away at lunchtime, staff ask a pre-school child to help choose the fruits for snacks and take these upstairs. Older children are welcome to pour their own drinks at these times, gaining useful personal skills.

Staff use positive strategies to manage children's behaviour appropriately. They praise children's efforts when they are helpful and polite. Staff ask children to listen to each other and suggest how they can take turns. Babies and children are able to easily select the resources by themselves because staff ensure these are within reach. For the youngest children, the quantity and range of experiences varies depending on the planning for the day. Older children enjoy times playing freely, as well as being divided into groups to participate in an activity that is taught at different levels. For example, they learn about sounds and letters using a DVD or flashcards.

Devoted key persons and room staff welcome and support families. They share much information about the children. As a result, babies, toddlers and pre-school children form close bonds and secure, emotional attachments to their carers. This means that children become sufficiently confident to explore their environments and learn through play. Children meet their siblings outdoors and seek staff out for reassurance and support when needed. For example, younger children sit on the adults' laps for drawing and stories, while older children ask staff and each other questions. These responses show that they are developing enquiring minds, which is a useful attribute for the eventual move to school. Children have a positive approach to new experiences because of known routines

which help them to gain self-assurance and independence.

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

All staff are appropriately checked to help ensure they are safe to work with children. Employment procedures are sound and induction enables staff to be aware of many of the nursery's policies and procedures. However, the provider does not have an adequate understanding of the responsibility to make sure that the nursery school provision meets the safeguarding and welfare requirements. This inspection was brought forward in the light of information received by Ofsted in regard to a significant event about the staff's handling of children's records.

This inspection found that not all staff fully understand the importance of keeping confidential information, or records about children, secure and only accessible to those who have a right, or professional need, to see them. In addition, the provider is not sufficiently aware of the responsibilities under the Data Protection Act, 1998. These are breaches of requirements of the Early Years Foundation Stage which effect children's safety and well-being.

Staff have a suitable understanding of their other responsibilities in safeguarding children. The designated manager attends specialised child protection training and is qualified to deliver this to staff. As a result, all staff demonstrate knowledge of child protection procedures, including of how to respond if they have a concern about a child. Risk assessment covers most aspects of the nursery school provision that require attention to keep children safe, including outings. The premises are fit for purpose, safe and organised in ways that meet the needs of children.

The provider is strongly aware of the responsibilities in meeting the learning and development requirements. Staff make in-depth assessments of children's learning to identify, share and plan challenging teaching activities. These are based on children's interests and next steps required in learning. The key persons' and room leaders' knowledge of individual children ensure that their learning is tracked from when they start, to when they leave. This process highlights those more able children and those who may need further support. Systems for monitoring the progress of groups of children are being developed to enable the provider to further improve the educational provision. Staff are well aware of how to complete progress checks for two-year-olds to plan for these children's next stages in their development. Children's key persons foster productive relationships with parents and carers. Staff achieve much sharing of information about children's care and learning in the nursery school and at home. Parents speak highly about the nursery school and the staff's skilful interactions with their children. Partnerships with other early years settings that children attend are well established. Staff use shared information effectively so that all adults are able to contribute to children's learning and development.

The management gives strong consideration to a programme of continuous training to

enhance staff's professional development, both in the nursery school and externally. Some good use is made of self-evaluation to set many priorities and challenging targets for improvement. The management has implemented the recommendations from the previous early years inspection to improve provision. These were concerned with staff knowledge of child protection, staff teaching and the linking of observations to planning for children. Following a previous monitoring visit, the provider responded appropriately to a notice to improve to extend the complaints procedure.

The management values parents' opinions, gained through conversation and regular surveys. Staff work well together to revise various aspects of the provision, such as clarifying plans based on the children's next steps in learning. Staff seek children's views by listening to them and noting their preferences to incorporate into planning. Staff meet regularly to review their practice and to plan improvements. The management works hard to renew a quality assurance award annually. Considerable plans for the future include revising the format of recording ongoing assessment and planning, and reviewing systems for obtaining parents' and children's views. However, the provider has not sufficiently recognised the need to evaluate and review the management systems of the setting to ensure personal information remains confidential to protect children. This lapse in reflection demonstrates a weakness in the nursery school's continuous improvement in the provision for children's care, learning and development.

## 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>	EY297338
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	968649
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	160
<b>Number of children on roll</b>	237
<b>Name of provider</b>	Torwood House School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0117 9735620

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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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