

# Twerton Infant School 2 Year Olds

Twerton Infant School, Poolemead Road, Bath, BA2 1QR

## Inspection date

Previous inspection date

30/04/2014

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

- Staff use positive reinforcement effectively to promote children's good behaviour.
- Staff give a very friendly and reassuring approach, which helps children settle easily.
- Staff plan a good variety of motivating play experiences, which effectively support children's learning.
- Management and staff give a very positive approach to making continual improvements and work well together as a team. This helps to promote children's care and learning.

### It is not yet outstanding because

- Staff do not always fully support children in developing their awareness of possible risks to themselves or others
- Staff have not fully established ways of using sign language to further support children's communication and promote inclusion.

## 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 in their interactions with their peers and staff and completed a joint observation on their play with the manager.
- The inspector sampled documentation, such as operational policies and procedures.
- The inspector viewed the setting's self-evaluation form.
- The inspector had discussions with management, staff and children at appropriate times during the visit.
- The inspector took into account the views of parents spoken with at the visit.

## Inspector

Mary Daniel

## Full report

### Information about the setting

Twerton Infants School 2 year olds registered in 2013. It operates from a purpose-built unit situated within the grounds of Twerton Infant School, Bath. It is part of an established nursery unit within the school. Children have use of a main play room and integral bathroom and changing facilities. They also have use of an outside play area and covered balcony area for outside play activities. In addition, at times they have use of the adjoining nursery room and the school playing field.

The group is registered on the Early Years Register. It is open Monday to Friday, term-time only, between 8.45am until 3pm. The group is in receipt of early years funding for children aged two years. There are currently 24 children on roll, all of whom are in the early years age range. There are two qualified early years teachers and three staff employed, the majority of whom hold recognised early years childcare qualifications.

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

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

- provide more opportunities for children to take responsibility for their own safety and that of others during their play
- enhance inclusive practice further by using a variety of communication strategies, such as signing where appropriate.

## Inspection judgements

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

Staff have a good awareness of child development and clearly understand how to engage children in activities and effectively promote their learning. For example, staff demonstrate how to make circle shapes in some flour mixture. This actively encourages children's exploration in play as they show interest and start making circular patterns with their fingers. Children experiment with tools such as small rakes to make patterns in the sand. In addition, they like to make marks with colourful pens on a large piece of paper with their friends. This actively encourages children to gain the basic control needed to support the development of their early writing skills. Staff use their observations effectively to identify children's interests and their next stages of development. They plan purposeful activities to effectively consolidate children's existing skills and challenge them further in their play. For instance, staff recognise children are starting to show interest in dressing themselves. They enhance this learning by providing a favourite teddy bear dressing puzzle and children begin to successfully learn how to do up zips and buttons. In addition,

children start to find their coats to go outside and put these on themselves. As a result, staff actively support children's use of fine motor skills and also in developing their independence. This effectively encourages children to learn through discovery in their play and find out how things work. For example, they explore the outside sand kitchen with interest. Children use the small pots and pans to make their mixtures of leaves, sand and soil. They fill a toy kettle with some sand and water to make a 'cup of tea' for their friends playing in the outside wigwam. This provides exciting opportunities for children to use their imagination and act out their experiences. Staff positively support children's ideas and games, which helps them gain confidence in their abilities and explore further. Consequently, children become keen learners and willingly participate in the stimulating play experiences provided. This learning is essential for the development of their future skills.

Staff see children begin to use numbers and counting in their play. Staff skilfully extend this learning as they sing a favourite song about currant buns with children. Staff provide props for this song and children enjoy 'paying their penny and collecting their bun from the shop'. They listen well as staff count how many buns are left and represent these numbers with their fingers. In addition, staff organise a game of hide and seek outside. They teach children to count out 'one, two and three' before going to find their friends hiding behind the trees. Consequently, staff effectively reinforce children's understanding of early counting and numbers through practical play activities that they enjoy. Staff take children on short nature walks around an adjoining wooded area. Children have great fun exploring this area and carefully examine the daisies they find. Staff talk to them about the white petals on their flowers. Staff encourage children to listen to the birds and look for their nests in the trees. Children feel the wet grass and collect different sized sticks and branches. This actively helps children develop an interest and early understanding of their natural world. Children become absorbed in digging and building in the sand. They develop their coordination skills well as they use their spades to scoop up sand and fill different containers. This effectively supports children's understanding of early mathematical concepts such as empty and full.

Staff show a strong commitment to promoting children's ongoing learning. For example, they continually monitor children's progress and have identified that more support is needed to fully promote their speech and language skills. They attended related training and also work with outside therapists to focus on specific activities, which encourage children's language development. For instance, they use songs regularly to enhance children's play and reinforce familiar words and sounds. As a result, children begin to gain confidence in their abilities and begin to put simple two word sentences together. However, staff have not yet started using alternative methods, such as sign language, to further support children's understanding of communication and fully promote inclusive practices. Staff work effectively with parents in completing the progress check for two-year-old children. They summarise children's achievements and also identify where they may need further support. Parents spoken with at the visit state they are very happy with the provision offered to their children. They say staff are very friendly and approachable and support them well in helping their children to make good progress. This effectively promotes a continuous approach to children's learning.

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

Children are very much valued and welcomed at this friendly group. Staff work closely with parents to make sure they consistently support their child's particular care routines. For example, they work together to encourage children in successfully following appropriate toilet training procedures. This actively helps children to develop their independence and personal care routines. Staff make learning enjoyable for children. For instance, they sing the group's 'Hello' song to each child in their circle time, which helps children gain a positive sense of belonging. Staff positively support children in managing their emotions and behaving well. They enthusiastically praise children and say 'Good listening' as children pay attention in circle times. Staff are very caring and children respond positively to them. Consequently, children develop trusting relationships with staff, which help them gain confidence in their abilities and they become active learners. Staff clearly maintain consistent boundaries and encourage children to be friendly, kind and helpful. As a result, children develop a positive attitude to others and they learn to share and play cooperatively. This successfully helps children develop the necessary skills, which will promote a smooth transition for their move into the nursery class of the school.

Staff provide children with healthy snacks of fruit and cartons of milk. They make bread together or mix bananas with milk to make their milkshakes. This effectively helps children develop a positive approach to eating well. Staff provide child-sized utensils for children, such as small knives, which enables them to start preparing their snacks independently. For example, younger children readily attempt to chop their bananas or spread butter on their toast themselves. This actively promotes children's coordination skills. Staff teach children how to use their knives safely. They talk to children about sitting safely on their chairs, so they do not slip and hurt themselves. Consequently, children develop some understanding of how to keep themselves safe from harm. However, staff do not consistently help children in assessing risks within all aspects of their play, such as when they explore different terrains and levels in the nearby wooded area. This reduces some learning opportunities for children to start to understand and identify possible dangers. Staff provide an inviting play environment, where children move around easily in their play. Staff continually review the organisation of the play room to meet the particular needs of younger children. For example, they provide a large bean bag and cushions for children to relax in and look at a favourite book. Toys and resources are stored at low levels, generally in open fronted containers, which are easily accessible for children. This contributes to how children make their independent choices in their play. Staff ensure children have regular times to be active or play out in the fresh air. For instance, children have fun playing outside in the large sandpit with their friends from the adjoining nursery class. They sometimes play simple parachute games together that help them start to follow simple instructions, such as moving quickly or slowly. Staff support children as they carefully walk across a ladder laid across the playground. This provides children with positive opportunities to exercise and develop their balance and coordination skills. As a result, children's good health is actively promoted.

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

Staff have developed a clear awareness of safeguarding issues and robust procedures are in place to help them protect children. Management continue to organise training for staff to update their knowledge. This effectively helps to promote children's welfare. Policies and procedures are thorough and are regularly reviewed for effectiveness and shared with parents. Management implement well-established recruitment procedures, which include the completion of required checks and references. They provide a clear induction process for new staff, which effectively helps them in learning their day-to-day responsibilities. Each staff member is given a detailed induction pack containing clear information, such as on child protection issues, to support them in their role. These procedures help to assess and promote staff suitability in caring for children. In addition, there are clearly established ongoing systems of supervision and appraisal for staff in place. This effectively helps management support staff development as they identify further training opportunities and make positive use of their particular expertise.

Staff complete ongoing risk assessments of the play areas, which overall help to minimise the risk of accidents. For example, they identified the ramp leading to the outside area can get slippery and have organised for a better non-slip covering to be fitted. Children are supervised well on outings and a password system is used with any alternative carers collecting children. This helps to promote children's safety. Staff work well with parents to support children's welfare. They spend time discussing children's care and developmental needs prior to children starting. For instance, they organise home visits. As a result, staff are able to plan activities that support children's learning from the start.

This group has only been operating for a few months, but management and staff have already made positive changes. For instance, they have reviewed the planning systems and are implementing further ways to involve parent's ongoing involvement in children's learning. This shows they give an active, positive approach to developing their practice. In addition, management and staff share ideas and concerns at their frequent staff meetings and also seek advice from outside professional agencies. They understand the importance of monitoring children's development and use an established system to track their progress across each area of learning. This effectively helps them to identify any gaps in children's learning and where further support can be given. As a result, staff implement sound systems of evaluation that help them effectively review and monitor most aspects of practice. This actively supports their aims for continual improvements.

## 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>	EY466806
<b>Local authority</b>	Bath & NE Somerset
<b>Inspection number</b>	941333
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Twerton Infant School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01225423526

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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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