

Tunstall Twos

Tunstall Nursery School, Tunstall Road, Croydon, CR0 6TY

Inspection date

Previous inspection date

30/04/2014

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 | 2 |
| 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 play in a welcoming and stimulating environment where they are able to explore activities both inside and outside.
- The children's access to a highly stimulating outside play area supports their curiosity and learning about the natural world and the good range of equipment develops their physical skills well.
- The head teachers are currently putting in place positive action plans to drive future improvement.
- All staff are kind and caring which makes children feel happy, safe and secure.

It is not yet good because

- Not all staff are key persons and so are not fully involved in supporting children or meeting with parents.
- Risk assessments of accident records and of the outdoors are not sufficiently robust to support children's safety. They do not include plants that may be hazardous to children's health.
- Children do not always have opportunities to share cosy, one-to-one attention to look at books with their key person.
- Leaders do not support staff well enough to improve their skills and knowledge.

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 main playroom and the outside learning environment.
- The inspector held meetings with the manager and the head teacher of a local school.
- The inspector conducted a joint observation of a painting activity with the supervisor.
- The inspector checked evidence of suitability qualifications of staff working with children, the provider's self-evaluation and improvement plans. She also looked at children's assessment records and planning, documentation.

Inspector

Gillian Cubitt

Full report

Information about the setting

Tunstall Twos was registered in 2013. The setting is linked to the Tunstall Nursery School in the London Borough of Croydon. The setting is based in a purpose-built children centre which is located close to the centre of Croydon. The setting opens from 8.30am to 11.30am and from 12.30pm to 3.30pm term time only. The setting receives funding for the provision of free early education for some children aged two years. Friday sessions have an emphasis on outdoor play with a holistic approach, when children join the wider activities with the children of the nursery school.

Tunstall Two's is registered on the Early Years Register. There are currently 22 children on roll. There is a team of six staff, all of whom hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- make risk assessments more robust, particularly for monitoring accident records and the outside environment, to include evaluation of the hazards of plants to children's health
- improve the key person system to ensure all staff understand and participate in the key person role and share this knowledge with parents when a child starts.

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

- introduce more opportunities for spontaneous, cosy reading sessions for children who show an interest in looking at books
- build upon current staff supervision to make it more evaluative of staff practice to continuously challenge and raise skills.

Inspection judgements

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

Children have fun in a well-resourced indoor and outdoor environment. The majority of

staff consistently use effective teaching strategies to support children's good learning, which prepares them well for starting nursery school. The two key persons plan interesting, hands-on learning experiences, which follow children's spontaneous play activities as well as building on their prior skills and knowledge. Staff record children's achievements and use their daily observations to help children to make progress in the prime areas of learning through their planning. Parents are also involved in this process, enabling them to be part of their children's on-going learning and development. They have daily discussions with the staff and the key persons organise parent open days to share children's records and progress in more detail. This helps parents to continue their children's learning at home.

The children relate well to their playmates and the staff as they build their confidence choosing from the activities on offer. Children discover they can paint pictures in many ways using their fingers, brushes, sponges and the wheels of small vehicles. Staff constantly chat with children, helping their language skills and confidence in exploring different materials. Children find making patterns with their fingers fascinating as staff highlight the various colours and introduce them to early counting of the spots and marks children make. Staff support children's personal, social and emotional development well because it is a small group where the high ratio of staff to children means there is good adult participation. Many staff make play fun as they sing with the children during activities. For example, staff and children sing the 'digging song' while using trowels as they scoop up the soil. Staff also repeat this while children fill their buckets with sand to make sandcastles. At circle time, children gather to listen to stories that key staff read well. They show children large picture books and use sign language which supports those children with little language for communication, as well as those who have English as an additional language. Children learn how to sound their name by clapping out the consonants as they say their name. Staff also question children about what they see in pictures which supports children's growing understanding of their world around them. Children show a keen interest in books and occasionally, more experienced staff extend children's learning through referring to books during some activities. For example, during a role play picnic session staff show children the pictures in a book about different foods other children eat. This promotes children's discussion and raises their awareness of eating healthily. However, occasionally children go to the book area to look at books but do not stay long because staff are not aware of this area of children's interest. Consequently, children who would benefit from individual story times do not receive this level of attention to further develop their interest in books.

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

The setting's key-person system is restricted to the two lead members of staff who manage the children's starting information and assess the children's learning and emotional needs. Although the other members of staff support children in their play, they do not share the responsibilities of the key-person role. As a result, too much responsibility is placed on the two current key persons which means that consistency in

the attention to each child's care is variable.

There is a suitable range of policies and parental permissions in place, such as authorisation for photographs of children to be taken or seek emergency medical treatment when necessary, to protect children's welfare. A sufficient number of staff members have paediatric first aid training so that any medical emergencies are attended to by qualified adults. Staff deployment generally supports children's safety and well-being while allowing children to take reasonable risks in their play indoors and outside. For example, children become confident using the ladder to climb the high climbing frame where staff provide appropriate supervision. However, staff are not fully engaged in the risk assessment of the nursery, in particular the natural areas outside where children dig the soil and grow herbs. These also have some hazardous plants such as nettles that may harm children. Adequate evacuation systems and fire drills are in place which support children's understanding of safety.

Parents have opportunities to discuss their children's day at collection, although most parents are unaware of the role of the key person to individually support their children. Changes within the setting are seamless as children know the environment very well. They join with their parents for a 'stay and play' session at the children's centre which significantly helps them settle in to the morning sessions. The Friday sessions also provide the children with opportunities to play with the older children of the nursery school. This enables children to feel confident when moving to the next stage in their learning.

A wide range of high quality toys and resources are easily accessible, promoting children's independence and thinking. For example, children turn the tap to fill their watering cans to dampen the sand for their sandcastles. Children use sand timers to gauge the time each other has when riding bikes which ensures they all have a turn. This also reflects children's positive behaviour and developing social skills, being able to share toys with others.

Children are learning self-care skills and staff support them to manage their personal hygiene to embed these skills from their earliest ages. Parents provide fruit snacks which children enjoy during the morning with drinks of water or milk. All areas of the setting are clean and there are effective procedures for staff to help prevent the spread of infection, such as during nappy changes. Practical measures, such as secure entry systems and closed circuit television, enable receptionists to monitor all visitors to the setting and prevent unauthorised access. Parents are also made aware to close entrance gates behind them and not to use their mobile phones on the premises. This helps to raise parents' awareness of how to safeguard children.

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

Staff have a sound understanding and knowledge of how to manage any concerns about children's welfare as a result of training in safeguarding. Checks are carried out on all staff

to ensure that children are cared for by suitable adults. Most documentation is maintained to support children's welfare.

The setting overall provides good quality for children's learning. This is because there are two lead members of staff who fully understand the early learning goals and address these appropriately for the age and stage of development of the children who attend. Satisfactory recruitment of staff from the existing nursery school means that staff know each other and work well as a team. Staff show they are enthusiastic to learn about the requirements for this age group and are taking guidance from the two lead practitioners. However, there are some gaps in staff skills and knowledge, as well as the need to thoroughly embed new systems that mean the provision is not yet consistently good. Examples of this are monitoring staff performance, developing the key-person role and staff deployment. Staff feel they work well as a team and have appropriate support, but supervision is still in its early stages and their working practice is not effectively evaluated to raise skills and standards.

Partnership with parents is improving in terms of involvement with their children's learning. They take part in open days to discuss children's progress and next steps, with the use of short videos that show their children in play activities. The manager is mindful of the importance of parental representation and is currently endeavouring to recruit a parent governor to represent their interests, to push forward the parents' views in raising standards.

The setting's good partnership with the local authority is helping to drive continuous improvement. The setting is also part of the Croydon collaboration of children's centres whose aim is to deliver 'making children's learning visible', quality approach to learning. The multi-agency working therefore, is good. The setting is the centre for working partnerships liaising with health professionals, social services and other settings in the area. There is also a developing partnership with an existing 'outstanding' school to develop systems to implement changes to drive high standards for children's welfare and 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

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| Unique reference number | EY471190 |
| Local authority | Croydon |
| Inspection number | 943866 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 22 |
| Name of provider | Tunstall Nursery School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 02086540371 |

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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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