

# Two by Two

Pegasus School, Field Avenue, Oxford, OX4 6RQ

## Inspection date

Previous inspection date

16/07/2014

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

- Staff have high expectations for every child in their care. They inspire, enthuse, engage and motivate children, using innovative and inspirational teaching. As a result, children make outstanding progress in their learning and development.
- Staff have an extremely sharp focus on helping children acquire excellent communication and language skills, and on supporting their physical, personal, social and emotional development.
- A very effective key-person system helps children form secure attachments, and this promotes their well-being very effectively. Excellent interaction and care experiences have a positive impact on children's all-round development and well-being.
- Children follow a unique pathway towards the early learning goals because staff expertly observe, assess and identify each child's needs, interests and learning style. This results in a highly effective programme of individualised learning.
- Monitoring in all areas to support highly effective practice and inform improvement is rigorous, leading to exceptional performance in the continuous pursuit of excellence.

## 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 sampled children's observations, tracking and assessment records, planning documentation, evidence of suitability of staff working with children in the setting, and a range of other documentation.
- The inspector spoke to members of the staff team about the progress of their key children, and their understanding of the setting's policies and procedures.
- The inspector took into account the views of children, written comments from parents and carers, and spoke to a number of parents and carers.
- The inspector mainly observed activities in the main room and the garden area.
- The inspector spoke to the Executive Headteacher of the Academy Trust, the Headteacher of the host school and school staff who have responsibility for completing suitability checks on staff.

## Inspector

Melissa Cox

## Full report

### Information about the setting

Two by Two at Pegasus Primary School registered in 2011 and changed ownership in 2014 to the Blackbird Academy Trust. The setting is located in a classroom at Pegasus First School in Oxford, and there is full use of the early years nursery and school facilities. Children have access to an additional enclosed outdoor play area. The intake of children is from the surrounding residential area. The setting is registered on the Early Years Register and operates daily during school term times from 12.45pm to 3pm. The children that attend this setting are aged between two and three years. The setting receives funding for the provision of free early education to children aged two. Staff provide support to children with special educational needs and/or disabilities. Staff also support children with English as an additional language. There are three members of staff working in the unit who have an appropriate range of qualifications. The setting benefits from the support of the staff from the on-site children's centre and nursery, and has established close partnerships with both.

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

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

- further increase the selection of resources that promote children's understanding of the use of technology and programmable toys to fully extend and enhance their learning.

### Inspection judgements

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

Children thrive in this outstanding setting. All staff have excellent skills and knowledge of the learning and development requirements and an in-depth understanding of the different ways in which children learn and develop. Assessments of children of all ages are clear, detailed and extremely focused, and include contributions from all those involved in each child's learning. Systems to assess children's starting points on entry and transitions arrangements are exceptionally secure. This means that the children settle well and enjoy their time in the setting from the very onset. Ongoing planning and assessment documents ensure staff plan for children's interests very effectively. Plans are comprehensive, and shared with parents to keep them up to date with topics and activities children are currently engaging in. Staff work very closely with parents and use their observations from home to ensure activities are appealing and focused. Children's achievements are clearly recorded in their individual learning journey record. These provide parents with a very accurate overview of their child's enjoyment and achievement, skills and talents. As a result, they allow staff to support children in making excellent progress in relation to their starting points.

Children are highly confident and show an excellent level of independence as a result of positive relationships with staff and a carefully organised learning environment. Children choose freely from a very good range of resources, which enables them to follow their own interests. The staff team prepare detailed plans that cover all the areas of learning and reflect children's individual interests. Children's next steps in learning are precisely identified and shared on the planning board to ensure all staff have a very good overview of all children in the setting. Subsequently, staff purposefully incorporate these next steps in learning into activities. This is evident as the children become absorbed in activities, such as designing their own art work from the open-ended resources available to them on the table. Young children sit for long periods of time, gluing, cutting and designing pictures, all the while talking to staff. Interaction between staff and every child is exceptionally strong. Staff use opportunities like this to listen with genuine interest to what children say; they skilfully ask them questions to make them think to improve their understanding and learning. This warm and genuine interaction actively promotes children's feelings of self-confidence and value. As a result, children enjoy variety and challenge in all activities and show high levels of independence and curiosity as they play.

Staff skilfully guide children as they play to enhance their critical thinking skills to solve problems. Staff foster children's mathematical skills very effectively, and they learn about shapes, numbers, colour and size through play. Children have lots of opportunities to initiate their own learning through exploration and investigation, as staff use their skills and knowledge to challenge children's thinking further. Younger children thoroughly enjoyed water play where staff introduced and repeated new words, such as squeezing, pouring and mixing, to enhance their vocabulary and reinforce their understanding. There is a sharp focus on children's communication and language throughout the setting. Staff use children's love of stories to promote theme-based plans for the sessions. They successfully use the repeating phrases and rhymes from stories to support early language and develop children's confidence in speaking and listening skills. Children visit a nearby nature park with staff to identify the animals they have read about in their stories. They enjoy their songs about animals and talk excitedly about their day out on a coach. Children who speak English as an additional language are supported extremely well through excellent partnerships with parents. Staff obtain words in children's home language and provide dual language books to help to develop children's understanding of English. Key words on signs in their home language around the setting help to promote children's feeling of belonging, and staff use these words in daily conversation to good effect. Children develop their listening and attention skills, for example, when they became thoroughly engrossed in a book at group story time. They took it in turns to hold the storybook and more confident members of the group took a turn in singing a verse of a popular song in front of their friends. Children shook their shakers and instruments to match the beat of the rhythm, and sang loudly in time to the music.

The unquestionable strength of the partnership between parents and the setting ensures that children flourish in their learning in the setting and at home. Staff work closely with their families and outside agencies so that they receive consistent care and support and their needs are fully met. Careful planning and organisation means that each area of learning is covered in detail and is linked to the current theme so that children are given a huge range of valuable first-hand experiences. Parents speak very highly of how much the

provision keeps them informed. They feel very involved in their children's learning, and state that whatever they share with staff is always valued and included in their children's progress record. As a result, children enjoy rich opportunities to learn about the world around them. They are very well prepared for the next stage in their learning and have all the skills they need ready to start school.

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

Children are at the heart of all that happens in this warm and nurturing setting. They develop very close and caring relationships with their key person, who is familiar with their individual needs. All staff are extremely affectionate and nurturing in their approach and show excellent levels of sensitivity, care and consideration towards each child and their family. The key-person system is based securely on recognising the individuality of each child and providing for their different needs and interests. Staff work very closely with parents from their initial meetings. They build strong relationships from the very onset through initiatives, such as 'stay and play', and signpost parents to parenting classes and workshops to support families in their transition from their home into the setting. The wealth of information staff gather from these meetings and positive relationships with families allows them to tailor settling-in sessions to meet each child's individual needs. As a result, children demonstrate high levels of self-esteem, confidence and resilience because they settle well with familiar adults and feel extremely secure.

An excellent emphasis is placed on children's personal, social and emotional development. This focus quickly helps children develop the underpinning skills needed for their future success. Staff help children to explore their feelings, and to understand their unique qualities and characteristics while learning to appreciate those of others. Staff are exceptional role models and behaviour is managed very well. They offer lots of positive praise and recognition for children's efforts and achievements. This enables children to take reasonable risks, have a go and fully promotes their self-esteem and confidence. Children have formed firm friendships and children work together successfully because they have learnt the importance of sharing and taking turns. Staff implement boundaries and rules effectively. Any minor disagreements are dealt with sensitively to help children understand and manage their feelings appropriately. Group work, such as circle time and small group activities, encourage children to learn to share and take turns and speak in groups. This allows all children to be a part of a learning community that acknowledges and celebrates each others' achievements. This successfully supports a harmonious environment where children respect each other and develop high levels of self-resilience and self-worth.

Staff actively promote children's physical skills and their enjoyment of the outside area. Children are able to make use of the extensive play spaces available to them on the grounds of the academy, which provides them with a varied and exciting range of play opportunities outside. They develop large muscle skills as they learn to ride bikes and scooters and use their bodies to negotiate space, carefully avoiding children and other obstacles as they run around and kick a football. They search for bugs under logs, jump, balance and climb on the climbing frame in the main playground and help to feed the

school chickens. As a result, those children who learn best from exploring outside make rapid progress because the outdoor learning environments and planned opportunities provide intensive support and successfully complement the indoor curriculum. Innovative activities, such as yoga sessions, promote further skills, including balancing, stretching and jumping, along with concentration skills. Close supervision ensures children assess their own risks and challenges to keep them safe. The environment is highly stimulating and organised. Children access a wide range of areas and resources so they can experiment, investigate and challenge themselves. While this range allows for good choices in their play, some of the equipment and resources are coming to the end of their life and in need of replacement. For example, there are few programmable toys and equipment to fully support and extend children's developing understanding of technology.

Staff give excellent attention to encouraging children to adopt healthy lifestyles. Photographic evidence shows that children have opportunities to plant and carefully tend fruit and vegetables, which helps them to learn about healthy foods and the importance of a healthy diet. Children follow very good hygiene practices as they take increasing responsibility for washing their hands before snack and after outdoor play. They develop a very good understanding of how to keep themselves safe as staff encourage them to identify and manage risk. They wear small backpacks with safety reins when walking around the grounds of the school and staff use these opportunities to support children's understanding of road safety as they encourage them to check if it is safe to cross the car park, which they do diligently.

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

Leadership and management are inspirational, and the manager and her staff team demonstrate an outstanding commitment to improving the quality of this re-registered provision. Their dedication and passion to provide early intervention and high quality support for families is relentless. The staff team demonstrates an exceptionally high level of commitment and an uncompromising approach in the pursuit of excellence, which is highly effective in motivating and inspiring young children to learn. This is underpinned by highly effective self-evaluation processes, which foster a vibrant and energetic culture of continuous professional development. Staff regularly undertake training with outside agencies and inset training days to update their knowledge and skills. Consultation with all users of the setting ensures that targets are achievable and reflect the needs of the children and their families. Parents, staff and children regularly contribute towards the rigorous process for self-evaluation to inform the settings priorities for improvement.

Monitoring of the educational programme and the quality of teaching is rigorous. Staff have developed excellent systems that help them accurately observe, assess and monitor each child's individual learning, and the effectiveness of the educational programmes on individual children's progress and learning. Children with any identified additional need receive extremely high levels of support, including one-to-one attention and a targeted plan of tailored support. This is based on staff's expert knowledge and understanding of how children learn. High-quality staff performance is based around appraisals, team

meetings and one-to-one peer support. The manager seeks regular input from staff in the nursery and children's centre to drive forward improvements. This means staff are continually improving their already first rate performance and practice. As a result, children make exceptional progress given their starting points and are extremely well prepared for their move to school.

The highest priority is given to safeguarding children. Staff are extremely confident of their responsibility to protect children and ensure they are safe. All staff attend safeguarding training and know the action to take if they have any concerns about a child's welfare or well-being. The building and outdoor areas are secure and safe, and staff diligently carry out routine visual and written checks to ensure children's safety remains a priority. There are effective systems in place to monitor the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust recruitment and retention systems are in place and staff's suitability to work with children is checked and regularly monitored. All required documentation is in place and reviewed annually, or when the need arises.

Partnerships with parents are excellent. The setting places great value in ensuring that parents develop a sense of belonging and have a say in the care and well-being of their children. Staff communicate very effectively with parents, providing information on the parent communication board about activities, weekly themes, and the next steps in children's learning. Staff actively seek the voice of the child to find out about things they like or dislike, and ensure their contributions are valued at all times. Parents comment that they have high levels of respect and admiration for the staff, who have given their children the best possible start.

The close partnership working with external agencies and other providers is also a key strength of the setting. Children's needs are exceptionally well-met through highly effective partnerships with other settings and external agencies. A strong partnership exists between the host academy, the nursery and the on-site children's centre. This supports effective partnership working and promotes the sharing of good practice for all adults who have contact with young children. Arrangements for the children's next phase in their learning are very well supported through established and valuable links with other local schools. Overall, staff are committed to providing fully inclusive, high quality support to ensure that all children are valued and are guided onto a positive pathway in their education.

## 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>	EY473999
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	951183
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	8
<b>Number of children on roll</b>	8
<b>Name of provider</b>	Blackbird Academy Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01865777175

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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