

Twiglets Private Nursery School

Carhampton Road, SUTTON COLDFIELD, West Midlands, B75 7PG

Inspection date	21/10/2014
Previous inspection date	21/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Practitioners have an excellent understanding of how children learn and develop and the expectations of children's achievements are high in all areas of their learning and development. Children are provided with an excellent range of enjoyable and challenging play and learning opportunities, based on their individual interests and next steps in learning.
- Practitioners recognise the uniqueness of each child in their care. The enthusiastic and very caring team ensure children's needs are exceptionally well met. Children successfully develop a strong sense of security, confidence and highly trusting relationships with practitioners.
- Children have exemplary support to foster their personal, social and emotional development and their language and communication skills, through robust practitioner understanding and practice.
- The principal, deputy and team of practitioners show a very strong commitment for improving outcomes for all children. There are highly successful systems in place to evaluate all aspects of the provision, to inform continuous improvement, leading to exceptional practice that is worthy of dissemination to others settings.
- Inclusion is given excellent priority and highly successful partnerships between parents, carers and other agencies ensure children needs are met very successfully and their protection assured.
- High priority is given to safeguarding and protecting children. This is very evident through the extremely effective practices that promote children's well-being and safety very well.

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 ground floor playroom, in the outdoor area and children having their snack and lunchtime meal.
- The inspector talked to practitioners and children and held a meeting with the principal and the deputy manager.
- The inspector sampled a range of documentation, including children's records, assessment records and planning documentation.
The inspector checked evidence of suitability and qualifications of practitioners, working with the children, and looked at a range of policies, procedures and risk assessment documents.
- The inspector conducted a joint observation of children's activities and interaction between practitioners and children, with the principal.
- The inspector took account of the views of parents and carers, spoken to on the day of the inspection, and information included in the setting's own parent survey.

Inspector

Jacqueline Nation

Full report

Information about the setting

Twiglets Private Nursery School was registered in 2009 and is on the Early Years Register. It operates from a purpose built premises in Sutton Coldfield in the West Midlands and is privately managed. The whole of the ground floor and first floor of the premises is used for childcare. There is an enclosed garden available for outdoor play, which children access on three levels. The nursery serves the local area and is accessible to all children. The nursery employs seven members of childcare staff. All hold appropriate early years qualification at level three. The principal holds a BA (Hons) in Education with Early Years Specialism. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 18 children on roll, all of whom are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance.

What the setting needs to do to improve further

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

- explore ways of extending the highly successful partnerships with parents to engage even more parents actively in the day-to-day organisation of the nursery.

Inspection judgements

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

Children are provided with an excellent range of experiences, supporting their learning highly effectively, ensuring they make excellent progress towards the early learning goals. The nursery is very child-oriented and promotes outcomes for children very successfully, resulting in children who are extremely happy, confident, independent and very well prepared for their future learning experiences as they move to nursery or school. Children are supported by a highly committed and enthusiastic practitioner team, who provide children with an extensive range of rewarding and exciting play and learning opportunities. The principal and practitioners have an in-depth knowledge of how children learn and teaching techniques are strong across the nursery. Observation, planning and assessment routines are secure and seen as integral in supporting children's individual interests and next steps in their learning and development. Information from observations is used very successfully and any gaps in children's learning are quickly identified and additional support provided to ensure they make the very best possible progress, for example, speech and language support is provided for some children in the nursery. Children's learning and development is monitored very effectively and their progress recorded in individual learning journey files. This provides parents with a very accurate overview of their child's progress during their time at nursery and the excellent progress

they make. Parents and carers are very successfully encouraged to be involved in their child's learning at home and share information about their child's achievements using a daily diary. They are provided with a wide range of information each week about the focussed activities, such as making a vegetable curry and craft activities. They also receive details about the letter, number and shape of the week. Parents are kept well informed about the topics and outings taking place and this further supports children's learning and development.

Children are active learners and practitioners are highly skilled in the way they guide and support children's play with their expert teaching techniques. There is a very good balance of child-led and adult-led activities. Practitioners give children time to play and concentrate on activities and help children to work together to solve problems and clarify ideas by asking open-ended questions. For example, during activities practitioners encourage children to think of words with a d sound and then ask if the children can show them two fingers, they include questions such as 'Do you know?' and 'Can you remember?'. Practitioners use mathematical and positional language very effectively and children are encouraged to think about who is sitting next to them and behind them. During snack time older children very confidently demonstrate their mathematical skills and talk about shape names, such as an oval and sphere, and during snack time they talk about the apple being cut into halves and quarters. High priority is given to fostering children's language development and excellent consideration is given to children's individual learning needs. Practitioners use stories, poems, rhymes and puppets very effectively to foster children's speaking and listening skills and develop their love of books. Children totally enjoy a lively and interactive session singing the 'Silly rhyme', they join in and laugh and talk about it being funny. All children are included and practitioners make sure some of the younger and quieter children develop their confidence to talk and feel included. Children have extensive opportunities to make marks, recognise and write their own name. They have excellent access to a wide range of resources to promote their expressive art and design skills. There are story books for children to take home and activities and discussions about letters and sounds help to further embed and enhance their literacy skills, in readiness for school.

Children are active learners and participate enthusiastically in all activities. They make full use of their time and practitioners place a strong focus on being active and playing outdoors. All children love to explore the outside space, which has been maximised to provide three different play levels and an excellent range of activities, which children enjoy. This includes developing their imagination through role play and dressing up, building towers and models with large construction bricks and exploring the properties of sand and water. Children develop and refine their balancing skills, by walking on stilts, practise their throwing and catching skills and pedal their bikes with great confidence. Children's knowledge and understanding of the world is fostered very successfully through a range of meaningful activities around celebrations, such as Diwali and Harvest Festival. They develop early technology skills using a wide range of electronic equipment, including story headphones and the computer, which are all readily available. The principal and practitioners are excellent role models and support children in making new discoveries on sensory walks and making dens. They provide children with a very wide range of activities and outings to help children to understand the needs of others and their local community. Children enjoy visits to the mobile library, post office and local church. Trips also include

visits to museums and farms. Children are involved in fund raising activities, planting and growing fruit and vegetables, monitoring the activity of birds as they move in and out of the bird box and taking care of their chicken. Children help maintain a record of their enjoyment and achievement in the outdoor area in their delightful 'Twiglets Garden Book'. This is a delightful nursery that reflects a highly inclusive ethos, where all children are seen as unique individuals. Practitioners know the children very well and make sure that learning and play opportunities reflect each child's interests and play preferences. This helps all children make excellent progress and very effectively supports their smooth transition to the next phase of learning as they move on to nursery or school.

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

Children are at the heart of what happens in this nursery and their emotional well-being is given priority. Children form extremely secure and caring relationships with all practitioners and particularly their key person. Excellent attention is given to settling-in visits for children, beginning with a home visit and talking to parents about children's individual needs and interests. Extensive information is gathered during the admission stage about children's development and daily routines and this helps practitioners to plan for each child when they start at the nursery. This support helps practitioners to develop children's sense of well-being. Practitioners are sensitive in their approach and recognise the importance of building trusting and secure relationships with parents to benefit children. They realise that, for some children, separation from their parents and carers can be quite difficult. Once settled, children do have very good relationships with practitioners, who provide them with individual attention, cuddles and reassurance. This is evident in their lively and confident interactions with practitioners throughout the day.

Partnership working with parents and carers is excellent. The nursery places a great value in ensuring that parents and carers develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents are provided with a wealth of information, including newsletters and a range of useful information, which is displayed around the nursery, about activities and topics. Parents are provided with opportunities to talk to practitioners at arrival and collection times. They receive feedback about their child's day and a daily communication diary supports partnership working and continuity in children's learning and development. Children take home books and activities to share with parents and this further supports children's learning and development. The nursery has well-established and valuable links with the local nursery and school, which means that children are very well supported when they move on to their next stage in learning.

The principal and practitioners are excellent role models who speak quietly and respectfully to children encouraging them to use good manners and consider others as they play. An excellent focus is placed on fostering children's personal, social and emotional development. Children's behaviour is very good and practitioners take every opportunity to build children's self-esteem and confidence, as they provide plenty of praise and encouragement. Older children successfully learn about the rules for being together, with notices displayed around them and gentle reminders are provided for the younger children if needed. Children learn that sharing and taking turns is important in developing

positive relationships with others. While some children find this difficult to understand at times, practitioners introduce them to sand timers, which children hold and watch and this gradually helps them to understand when it is their turn to ride on their favourite bike.

Excellent attention is given to helping children adopt a healthy lifestyle and their health and well-being is promoted very successfully. Children brush their teeth after meals and know they might 'get a poorly tummy' if they do not wash the germs off their hands before eating. Children who stay for lunch are provided with a nutritious and well-balanced meal, which is cooked on site each day. They enjoy a very sociable snack and lunchtime and some children take on the role of helper and hand out snacks to children sitting around the table. Children's independence is fostered very well and this means they become competent at many tasks, such as serving their food, pouring their drinks and taking care of their personal care needs when using the bathroom. Children's safety and well-being is a priority for this nursery and they play in a safe and secure environment. Practitioners are vigilant and supervise the children well. They help children to develop an understanding about their own safety and how to use space and resources in a safe way. They learn about road safety while on outings and become involved in practising the emergency evacuation procedures.

The principal and practitioners are well experienced, well qualified and totally committed to ensure that the unique needs of each child are clearly identified and met. A purposeful learning environment with high quality accessible resources, effective practitioner deployment and key-person system ensure that children are well supervised and supported in their learning at all times. Fully inclusive practice for all children is further supported by highly effective and close partnerships with other professionals and agencies, including speech and language support. Children with additional needs are supported most comprehensively by the knowledgeable and caring practitioner team who liaise closely with parents and a range of professionals. Children who speak English as an additional language are supported very effectively. Practitioners work with parents to find out some key words and phrases in their own language to help them settle and gain confidence. Home languages and cultural backgrounds are highly valued and reflected within the nursery. This means that all children are supported very successfully to achieve well.

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

The nursery is very well-led and effectively managed, with a strong focus on promoting high quality in all aspects of the provision. The inspirational principal ensures that practitioners consistently put the child at the centre of everything they do. It is evident from discussions with the principal and practitioner team, that they are fully committed and passionate in making sure children are happy, secure and achieve well. Rigorous tracking of planning and assessment and the progress for individual children and groups of children results in children making outstanding progress in their learning and development. The principal and practitioner team are able to show how effectively they can identify any gaps in learning and how they quickly take action to ensure these gaps

are closing.

The principal and practitioner team have an excellent understanding of their responsibility to meet the safeguarding and welfare requirements and highly successful arrangements are in place to monitor their implementation. The action raised at the last inspection has been implemented effectively, to ensure children's well-being. Practitioners fully understand and describe their responsibility to escalate any child protection concerns or allegations by following the safeguarding procedures. Practitioners undertake safeguarding training and they are very confident in their response, should a concern arise. The principal and team of practitioners work very closely with parents, carers and local agencies and other professionals to ensure children's welfare is assured. Robust procedures for vetting and assessing the suitability of practitioners are thoroughly implemented followed by an in-depth induction to ensure the safety and well-being of all children. Practitioners' ongoing suitability is supported through very good arrangements for supervision, appraisals and performance management. Very good procedures are in place regarding the programme for professional development, this includes practitioners completing online training, undertaking research, cascading training information and assessing the impact of training, which results in a very knowledgeable practitioner team.

A fully comprehensive range of policies, procedures and documentation enhance the excellent practice and ensure the safe and efficient management of the provision. This includes a clear and accurate record of children's attendance, any accidents and medication administered. Policy information is shared with parents and carers and keeps them well-informed about how the nursery operates. Practitioners make sure that any potential risks to children are minimised and this means that children are able to move freely and safely around the nursery and outdoor play spaces. Daily risk assessments are carried out and practitioners are clear about making sure the premises are secure and children are supervised effectively at all times.

Partnerships with parents and carers are very strong. The principal and practitioner team are passionate about enhancing this aspect of their provision and eager to explore ways to involve parents even more in the day to day organisation of the nursery. They have set up a parent forum and have established close links with the local church, school and children's centre to share information to benefit children and families. Parents speak very positively about the nursery and how their children love attending. Parents, spoken to during the inspection, are particularly pleased with feedback through the use of a daily diary, the reassurance and cuddles children receive if they are upset and the help they receive when their child needs additional supports. Parents can see the progress children have made in a short time in relation to their confidence, good behaviour and social skills. Extensive, purposeful and close partnerships with other professionals and agencies in the community are highly effective and this successfully promotes children's welfare and learning and supports inclusive practice. Local teachers are invited into the nursery to meet children before they start school. Nurseries and schools are also provided with a comprehensive development summary for each child who is moving to their provision. This helps to fully support children's smooth transition and continuity in their care and learning.

The principal and practitioner team are highly motivated and passionate about the service they provide. Team work in the nursery is very strong and they share a clear vision of

what they want to achieve, embedding ambition and driving improvement forward in all aspects of their practice. Excellent methods of monitoring and self-evaluation are established. These are used very effectively, together with a high level of reflective practice to identify strengths and areas for improvement. This ensures robust, continuous improvement, leading to exceptional practice that is worthy of dissemination to other settings. This includes an excellent overview of the educational programmes, the quality of teaching and learning and the progress different groups of children make. Children enjoy attending this highly welcoming nursery, where they achieve very well and develop excellent underpinning skills needed for their future success as they move on to school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY394522
Local authority	Birmingham
Inspection number	874009
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	18
Name of provider	TWGS Limited
Date of previous inspection	21/04/2010
Telephone number	01213780514

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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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