

# Tiblands Nursery School

Tiblands Farm, Linley Green Road, Whitbourne, WORCESTER, WR6 5RE

<b>Inspection date</b>	31/10/2014
Previous inspection date	26/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children benefit from a varied and stimulating educational programme that meets children's individual needs. Teaching is good because staff provide activities that encourage independent learning.
- Effective partnership working with parents ensures there is continuity of learning between nursery and home, which supports the good progress children make.
- Arrangements for safeguarding children are strong and staff clearly understand how to protect children from harm or neglect. The staff create a welcoming, safe and secure environment.
- The monitoring and self-evaluation processes are very well-organised and effective in maintaining continuous improvement in all aspects of the nursery.

### It is not yet outstanding because

- Some opportunities to identify and share good practice regarding teaching and learning between all members of staff are missed.
- Children do not have enough opportunities to see different kinds of print in their outdoor environment to further support their literacy skills.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.  
The inspector looked at documentation, including a selection of policies and
- procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

## Inspector

Amanda Tompkin

## Full report

### Information about the setting

Tiblands Nursery School opened in 1966, moving in 2006 to its new premises. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a barn conversion on a farm in Whitbourne, about nine miles from Worcester. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, including one with a level 5 qualification. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 40 on roll of whom 34 children are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- enhance the professional development of staff to help them identify how to further improve their already good teaching skills to drive further improvement in learning outcomes for children, for example, by observing and discussing each other's practice
- create an outdoor environment rich in print where children can learn about the written word, for example, by using more posters, signs and labels.

## Inspection judgements

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

Children are happy and settled at this friendly and welcoming nursery. Staff gather information from parents about children's interests and capabilities. From these they plan purposeful and individual learning activities which interest and motivate them. As a result, children make good progress in their learning and development. Parents are actively included in their children's observations and assessments, which help them to continue their learning when they return home. Each child has a learning record, which contains observations and photographs. Parents are invited to review and add to these. Staff talk to parents at the beginning and end of each day about their progress, activities and achievements. They also receive regular written progress reports. As a result, parents are kept well informed of their children's progress.

Children's communication and language skills are promoted well. Staff use effective strategies to engage younger children, such as good eye contact and facial expressions

which help with their emerging language skills. Older children develop a love of books and singing, and they are actively encouraged to participate in action songs and stories which helps them become active listeners. However, while children have opportunities to see print in books staff could do even more to foster children's awareness of letters and words through the use of labels, signs and posters in their outdoor environment. Children's personal and social skills are fostered as they are encouraged to perform self-care tasks, such as washing their hands, while older children confidently dress themselves in appropriate clothing before outdoor play.

Babies are cared for in an area of the nursery specifically for them, they explore their room with curiosity and confidence. Children with special educational needs and/or disabilities are supported well. Staff use good teaching techniques, such as, the use of signs, pictures and simple instructions. Staff work closely with parents and other professionals involved in children's care. Consequently, any gaps in children's learning are closed. Children are developing a good range of physical skills and they enjoy spending time outdoors in the fresh air. They have continuous access to the vast outdoor areas and enjoy a range of ride-on toys, climbing apparatus, and balancing equipment. Children are taken on walks into their local community and they enjoy members of the community visiting their nursery. These experiences help children to learn to be sociable with others and begin to understand about their own community. Overall, children make good progress and gain the necessary skills to support their future learning and their eventual move to school.

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

Children and families are warmly welcomed into this bright and friendly nursery. Children feel secure and safe because staff are very attentive and respond promptly to children's individual needs. Children who are unsettled arriving are given skilful care and attention. An effective key-person system is in place. This ensures that all children make secure emotional attachments. Babies readily seek out adults for comfort should they need to and staff are quick to respond. For example, staff provide reassurance to babies when visitors are present, which ensures that babies feel emotionally secure. Children are equally well supported emotionally when they leave the nursery and move on to school. They make a number of visits to local schools with nursery staff throughout the year to become familiar with their new environment and school teachers.

Children are well behaved because staff act as good role models and give children gentle reminders of how to care for each other and the resources. Older children are reminded to be careful when playing near younger children. Children learn the importance of keeping themselves safe as they are reminded to sit properly on chairs and are supported well to take managed risks, such as negotiating the climbing equipment in the garden. All areas of the nursery are clean and hygienic to prevent the spread of infection, and meals and snacks are healthy and nutritious. Children's individual dietary needs are discussed with parents and taken into account at meal times.

Children are emotionally secure and staff give careful consideration for preparing them for

their moves to new rooms in the nursery and other settings. This is because staff help them to settle gradually and they share information about children's routines and progress with their new teacher or key person. As the nursery is open plan the children have the opportunity to get to know all of the staff well, this further helps with children's emotional well-being.

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

The manager and staff have a good understanding of their roles and responsibilities to meet the safeguarding, welfare, and the learning and development requirements of the Early Years Foundation Stage. Children are safeguarded well as staff are clear on the procedures to follow should they have concerns about a child's welfare. Comprehensive recruitment and vetting of staff is carried out to ensure the safety and welfare of children is maintained. Appropriate documentation is in place to record details of accidents, incidents and administration of medication. Children's welfare is further promoted, as staff provide a safe environment for them to use, which is maintained through regular visual and written risk assessments. Staff have opportunities to discuss children's individual welfare and development needs through regular meetings with the manager. This also provides opportunities for staff to discuss specific training needs. However, there is room to strengthen this process even further, for example, by staff carrying out observations of each other to help them to continually reflect on the good practice that occurs each day.

Children's progress is regularly assessed and tracked to ensure any gaps in children's learning are quickly identified and acted upon. Children with special educational needs and/or disabilities are exceptionally well supported as staff work well with parents and other professionals. Educational programmes are varied and stimulating, which means that children are interested in what they are learning. The quality of teaching within this small nursery team is good. Consequently, all children are supported well to make the best possible progress in their learning and development.

The nursery works closely with parents, the local authority and other early years settings that children attend to share best practice and support children's continuity of learning. In addition, staff work closely with other professional involved in children's care and learning. Partnerships with parents are very positive and make a rich contribution to children's learning and care. Staff take time to talk to parents at the beginning and end of the day discussing their children's achievements and needs. As a result, parents are kept well informed about their children's progress. Parents speak highly of the nursery and comment on how supportive the staff are, how they know their children are safe and how their children love attending. Parents and staff are encouraged to participate in the nursery's self-evaluation; consequently, planned actions to remove any weaknesses are consistent and effective.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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

<b>Unique reference number</b>	EY341108
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	862897
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Mrs Syliva Garness & Mrs Patricia Garness Partnership
<b>Date of previous inspection</b>	26/01/2010
<b>Telephone number</b>	01886 821394

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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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