

Tweenies Day Nursery

70-72 Church Street, Evesham, Worcestershire, WR11 1DT



Inspection date

20 March 2015

Previous inspection date

24 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Staff provide children with a wealth of opportunities, both indoors and outside, to develop their skills across all areas of learning, which effectively prepares them for the eventual move to school.
- Children make good progress because staff know what children need to learn. Staff complete accurate assessments and plan activities so that they are tailored to meet children's individual needs and interests.
- Partnerships with parents are good. Staff gain detailed information when children first start and use this to identify their starting points. They continue to share ongoing information to support every child in their learning.
- Safeguarding practice is strong. Staff attend safeguarding training and robust policies and procedures are in place to ensure everyone is aware of their responsibilities to protect children from harm.
- The manager and team are enthusiastic about what they do and want the best for children. Knowledge gained through training, visiting other settings and networking with other professionals is used well to continually improve the quality of the provision.

It is not yet outstanding because:

- At times, children in pre-school wait too long to move onto another activity or to play outside. Consequently, learning opportunities are not maximised.
- Very young children are not provided with sufficient space or resources to enable them to sleep comfortably and peacefully.

What the setting needs to do to improve further

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

- review the organisation of everyday routines, such as the changeover between indoor and outdoor play, so that every opportunity is used to keep children fully engaged and motivated to learn
- enable very young children to sleep comfortably and peacefully by improving sleeping arrangements, for example, by providing more comfortable mattresses.

Inspection activities

- The inspector had a tour of the pre-school with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and the nursery's self-evaluation documentation.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Tina Smith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan play activities around the children's interests. Activities are varied and cover all areas of learning. Staff in the pre-school room talk to children about what they are doing and ask children questions to support their communication and language. Pre-school children excitedly search for plastic numbers in the sand and use tweezers to extract them. They explore ice cubes and talk about changes as the ice melts. A range of activities help them to develop their reading and writing skills ready for starting school. However, at times pre-school children lose interest because they have to wait to move between activities or to go from inside to outside. Staff looking after the babies are caring and kind and give lots of cuddles. They provide them with many sensory experiences. For example, babies explore textures such as cornflakes and jelly. Babies wriggle and giggle as staff sing to them. Young children listen attentively to stories and make a positive contribution by responding to questions asked. For example, they point to animals on the display. Young children explore different materials and work out how things work as they investigate real items. Children with English as an additional language are supported to settle into their new routine through the use of props, including a visual timetable.

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

Children are happy and settled. The nursery is warm and welcoming with a variety of resources in all rooms, which are easily accessible to children. Care routines are good, however, young children do not always sleep comfortably. Staff help children to be ready for the move between rooms and the move to school. Children attend taster sessions in their new room and reception, teachers are invited to visit the nursery. Children gain confidence and self-esteem because the nursery has an effective key-person system which allows both child and parent to form strong and trusting relationships. Children behave very well. This is because staff make boundaries clear so children understand what is expected of them. Children enjoy lots of fresh air and exercise. They enjoy planting and growing vegetables. Babies enjoy playing in their own outdoor space. They use a selection of push along toys which helps them to stand and walk. Older children are encouraged to take safe risks as they learn to balance on tree stumps and build dens in the wooded area.

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

The leadership and management of the nursery are strong. There are effective systems in place to ensure both the safeguarding and welfare, and the learning and development requirements are successfully met in practice. The manager regularly networks with other professionals to discuss best practice and to implement focussed improvement plans. She successfully monitors and reviews the quality of teaching and children's progress. Staff receive annual appraisals and routinely meet with the manager to discuss training needs. There is a high percentage of qualified staff which impacts positively on children's experiences. Children receive a shared and consistent approach to their learning because staff have good partnerships with other providers and local schools.

Setting details

Unique reference number	EY255577
Local authority	Worcestershire
Inspection number	860416
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	89
Name of provider	Adam Brown and Andrew Rutter Partnership
Date of previous inspection	24 October 2011
Telephone number	01386 41600

Tweenies Day Nursery was registered under the current partnerships ownership in 2002. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and 3. The nursery opens, from Monday to Friday all year round. Sessions are, from 7.30am until 6.10pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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