

Tiny Beginnings At Whitchurch C.E.

Whitchurch Primary School, Whitchurch, Ross-on-Wye, Herefordshire, HR9 6DA

Inspection date

10 February 2016

Previous inspection date

20 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery management team has worked hard to enhance the quality of the provision. All improvements identified at the previous inspection have been successfully addressed.
- Most staff are very well qualified. Staff benefit from a variety of opportunities to enhance their knowledge and skills. This contributes greatly to the quality of care and education children benefit from.
- The curriculum is broad and an extensive range of activities and experiences is available. Staff are good teachers. Children are very confident and demonstrate that they are motivated to play, explore and ultimately learn.
- Staff are very kind and caring. Children form close bonds to key staff. They express that they are happy attending. This demonstrates that they feel safe and secure.
- All children make good progress from their starting points. Staff make good use of what they know about children to promote their individual learning needs.

It is not yet outstanding because:

- Sometimes, the routines of the nursery and the preparation for activities disrupts children's play and takes too long. Staff do not make the most of all opportunities to consistently promote children's learning at the highest level.
- Partnership working with other providers is not always highly successful to promote the best continuity in children's care and learning. Information about children is sometimes not shared in the greatest detail between all of the different settings they attend.

What the setting needs to do to improve further

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

- review the routines of the nursery and the preparation for activities to help make the most of all opportunities to promote children's learning at the highest level
- enhance partnership working with other providers to help promote the best possible continuity between the different settings children attend.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The nursery management team is ambitious. Accurate self-evaluation takes into account the views of staff, children and parents. Clear targets for further improvement are in place. The nursery is working closely with the school to continually develop their practice. Managers strive towards ensuring the best possible outcomes for all children in the future. Managers have a good overview of the progress children make. One of the managers is the nursery special educational needs coordinator. She ensures all children receive the timely support they need. All children make good progress. The arrangements for safeguarding are effective. All staff have a good understanding of the nursery child protection policies and procedures. They know exactly what to do if they have a concern regarding a child's welfare. This helps to keep children safe and protects them from harm.

Quality of teaching, learning and assessment is good

Staff make good use of the information they obtain about children's development. They plan and provide a wide range of activities and experiences that promotes children's individual learning needs. For example, children's communication and language skills are particularly well promoted. Children sing songs, retell familiar stories and practise forming different letter shapes with their mouths. Staff ask lots of questions and give children time to respond, in order to help to encourage these skills. Children's social and emotional skills are also well promoted. Children play games with others. They recognise each other's achievements and learn about others' experiences in the wider world. Staff help them to learn to share, negotiate and develop respect and tolerance for others. Children are valued and celebrated within the nursery. Partnerships with parents are excellent. A continual two-way flow of information about children's care and education is established. This helps to promote continuity between the nursery and home.

Personal development, behaviour and welfare are good

Children's physical well-being is well promoted. Children learn about keeping themselves healthy and well. Staff ensure that children benefit from nutritious snacks and meals. They help children to learn about the benefits of eating well. Children are encouraged to adopt good hygiene practices and independently manage their self-care. Children have plenty of opportunities to access fresh air and learn about the importance of taking exercise. Staff help to challenge children's physical skills through the use of an extensive range of physical equipment. Children enjoy negotiating the space available, climbing confidently and travelling over and under the obstacles in their path. Staff also teach children about keeping themselves safe. Children have opportunities to risk assess their own outings. Staff encourage them to think about the hazards they might encounter and what they can do to reduce these.

Outcomes for children are good

All children make good progress, including children who benefit from funded education. Children who speak English as an additional language, disabled children and those with special educational needs are very well supported to achieve. All children are developing the key skills they need to be ready for school.

Setting details

Unique reference number	EY417633
Local authority	Herefordshire
Inspection number	1016166
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	22
Number of children on roll	77
Name of provider	Tiny Beginnings Limited
Date of previous inspection	20 May 2015
Telephone number	01600890571

Tiny Beginnings at Whitchurch C.E. was registered in 2010. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including two with degrees in education. The nursery opens from Monday to Friday, all year around. Sessions are from 8am until 5.15pm. The setting also runs a before- and after-school club. Sessions are from 8am until 9am and from 3.15pm until 5.30pm, five days a week. The nursery provides funded early education for two-, three- and four-year-old children. It also supports disabled children and those with special educational needs and children who speak English as an additional language.

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