

# Tots @ Franche

Chestnut Grove, KIDDERMINSTER, Worcestershire, DY11 5QB



<b>Inspection date</b>	19 July 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Although staff know children fairly well, they do not routinely observe and assess children's development. Furthermore, they do not make good use of what they know to plan activities that consistently motivate and inspire children to learn.
- The management team has failed to use the evaluation and monitoring processes to identify and address all the weaknesses within the quality of teaching, in order to raise the standard.
- Children do not benefit from the best possible outcomes. The professional development opportunities available to staff are currently more focused on promoting children's well-being, rather than raising the quality of teaching.
- Although partnerships with parents are established and parents comment that they are happy with the service provided, information about children's learning is not yet shared in great detail to promote the best continuity between the setting and home.

### It has the following strengths

- Children are happy and settled. They develop positive relationships with staff. Staff are warm and welcoming. They get to know children well. Staff ensure children's care needs are met.
- Staff ensure children are valued and their achievements are celebrated. Children's backgrounds, cultures and languages are promoted. Children learn about acceptance, tolerance and respect.
- The nursery is safe and secure. Anyone wanting to gain entrance to the building including visitors, parents or carers are thoroughly vetted by the staff. Staff complete daily checks on the environment, toys and equipment to ensure it is suitable for use. Children are supervised at all times and staff deploy themselves well.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
■ observe and assess children's learning routinely and use this information to plan and provide exciting, interesting and suitably challenging activities that consistently motivate and inspire children to learn.	10/10/2016

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

- strengthen the evaluation and monitoring processes to identify and address all the weaknesses within the quality of teaching in the setting to improve the outcomes for children
- sharpen the focus of staff's professional development to consider and implement ways to improve the quality of teaching
- build on partnerships with parents and share information about children's learning in greater detail, in order to promote better continuity between the setting and home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the lead manager of the nursery.
- 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 working in the nursery.
- The inspector spoke to a small selection parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The setting has been going through a period of instability within the staff and management team. Although this is beginning to settle down, the overview of the quality of teaching by leaders and managers is not good enough. The professional development opportunities available to staff are not yet sharply focused on improving the outcomes for children overall. Leaders and managers evaluate the setting and do aspire to improve. They supervise the staff team and ensure they access some training, such as paediatric first aid. They also liaise with a range of professionals and are working closely with the local authority to try and raise the standards. The arrangements for safeguarding are effective. Staff and managers are knowledgeable about safeguarding issues and child protection procedures. This helps to protect children from harm.

### **Quality of teaching, learning and assessment requires improvement**

Staff's expectations of children's abilities are not high enough. Staff do not consistently observe and assess children's development. Furthermore, they do not always make use of what they know about children's learning to plan and provide enough interesting, exciting and suitably challenging activities. Staff do interact with children at their level. For example, they spend time singing songs and supporting children to make marks with crayons on paper. This helps to develop their literacy and artistic skills. However, due to weaknesses within the quality of teaching, sometimes children are not keen to take part in activities or quickly become distracted and walk away. Children do not yet reach their full potential. Nevertheless, the nursery special educational needs coordinator and managers have a basic overview of children's progress. They ensure any children requiring additional support receive the help they need.

### **Personal development, behaviour and welfare require improvement**

Although the environment is bright and children have access to an extensive range of resources and activities they are not consistently motivated or inspired to learn. Children's physical well-being is promoted adequately. Staff ensure children are kept clean and dry throughout the day. Any accidents or injuries children have are recorded and this information is shared with parents. Children benefit from nutritional meals and snacks. Staff encourage children to take exercise. Children enjoy practising their physical skills in the immediate garden and also using the surrounding school playground and forest areas. Children learn about the importance of living healthy lifestyles.

### **Outcomes for children require improvement**

Children do not yet make good enough progress in their learning. Children do not always keenly explore or become fully absorbed in the experiences on offer. Nevertheless, in the main, children are developing the skills needed in readiness for their future learning and moving on to nursery or school. Children generally enjoy attending. They behave very well. Children are learning to be kind, caring and friendly. Children are developing skills in communication and language. They are beginning to express themselves well. Children are confident and independent. They can select what they would like to play with and manage their own care needs, such as feeding themselves or accessing their drinks.

## Setting details

<b>Unique reference number</b>	EY489517
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1056188
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	15
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Franche Community Primary School Governing Body
<b>Registered person unique reference number</b>	RP909885
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01562751788

Tots @ Franche was registered in 2015. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year around. Sessions are from 7am until 6pm. The nursery supports children who speak English as an additional language.

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