

# TLC Neighbourhood Nursery

T L C College, Dunstall Heights, Dunstall Road, WOLVERHAMPTON, WV6 0LZ



## Inspection date

17 May 2017

Previous inspection date

3 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team regularly seeks the views of parents, staff and the local authority advisers, including those who support children who have special educational needs and/or disabilities. This helps to make sure that precise targets are identified that push forward ongoing improvements so that all children make good progress.
- Parents attend stay-and-play sessions in the nursery where they learn how to promote children's learning through play. This, along with sharing information about their child's progress, encourages parents to support their child's learning at home.
- Each key person demonstrates sensitivity and warmth towards the children. This helps children to feel relaxed and safe and to engage in new experiences.
- Children have first-hand opportunities to observe and explore the natural elements of the weather. For example, during outdoor play, children stamp with alternate feet as they jump in the puddles. They wear the waterproof outdoor clothing provided by the nursery. Children are fascinated by the rainwater that pours down from the roof guttering onto the ground and splashes up towards them.

### It is not yet outstanding because:

- The management team does not fully explore how the early years pupil premium can be best used so that children make the greatest possible progress.
- The monitoring of the progress made by different groups of children is at an early stage of development.

## What the setting needs to do to improve further

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

- focus more on individual children when deciding how to use the early years pupil premium, to promote children's learning to the highest possible level
- develop further the monitoring of different groups of children, in order to plan even more effectively, so that all children reach the highest levels of achievement possible.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is a comprehensive, up-to-date safeguarding policy in place. Staff are aware of the procedure they must follow if they have any concerns about a child's welfare. The management team has regular individual meetings with all staff members. This provides an opportunity to discuss any concerns, their strengths and any development opportunities. Staff assess children's learning through observation and interaction and use suitable guidance to benchmark children's achievements. They check that the activities they provide support children to build on their skills in all aspects of their learning.

### Quality of teaching, learning and assessment is good

Staff understand and use a wide range of effective teaching strategies. They provide children with many opportunities to listen and to extend their vocabulary. For example, staff sing nursery rhymes with children during daily routines and planned activities. Children are enthusiastic and excited as they join in with the singing and copy the actions. Toddlers are engrossed as they rub paint on their own hands and their key person's hand. They observe closely as they watch the paint dribble from their fingers. This is one of the ways that children learn to develop the physical skills needed for early writing. During such activities, staff use commentary to extend children's understanding as they explore the materials. Staff in the pre-school room make sure that circle time provides children with regular opportunities to get to know everyone in the group. During this time they encourage children to think and increase their knowledge of number and letter sounds. Children who speak English as an additional language are well supported. Staff use key words in the child's home language. They support children well so that they develop the skills they need in readiness for school.

### Personal development, behaviour and welfare are good

Meals and snacks provided for children are nutritious and well balanced. Staff have good knowledge about how to promote children's positive behaviour. For example, they model how to be courteous and polite with each other and praise children's good behaviour. Children develop their balance and coordination skills when they use the slide and sit-on toys outdoors. They are self-assured and talk enthusiastically to staff.

### Outcomes for children are good

All children make good progress from their starting points. Babies are engrossed as they explore the foam on the mirror tray with spoons and a spatula. Toddlers enjoy sensory play as they explore water and sand with the home-corner utensils. Children in the pre-school room thoroughly enjoy the daily literacy sessions. They are confident at identifying the initial sounds in words and naming and sounding out some letters of the alphabet.

## Setting details

<b>Unique reference number</b>	EY310537
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	1087974
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	74
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	TLC College
<b>Registered person unique reference number</b>	RP905905
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	01902 714 433

TLC Neighbourhood Nursery registered in 2005 and is managed by TLC College which is a limited company. It employs 17 members of childcare staff. Of these, 16 hold an appropriate early years qualification. Five of these hold a qualification at level 6, another five hold a qualification at level 4 and six hold a qualification at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year, from 8am to 6pm. It provides funded early education for two-, three- and four-year-old children.

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