

# Tots 2 Teens Papworth

Tcm Johnson Community Room, Cambridge, CB23 3RH



## Inspection date

Previous inspection date

11 August 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are happy and settled. They develop strong links with staff and benefit from affectionate relationships that promote their emotional well-being.
- Older children have good opportunities to be active in the fresh air. They develop their confidence and physical skills well as, for example, they design and build challenging obstacle courses.
- Children are prepared well for their move into Reception classes. Staff arrange visits to the local school and accompany children when attending school events. There are good arrangements to share children's progress with teachers and support continuity in their care and learning.
- Children are taught well in this flexible and stimulating learning environment. Staff are attentive to children's interests and adapt activities effectively to meet their changing learning needs.
- Managers and staff are keen to develop the quality of the provision. They evaluate activities, resources and children's progress to identify ways to enhance the outcomes for children.

### It is not yet outstanding because:

- Not all parents benefit from the same detailed information to help them support their children's learning at home.
- Staff working with the youngest children do not make the most of the nursery garden to enable those who prefer to learn outdoors to do so.
- Managers' review of the quality of staff teaching practice is not yet thorough enough to help them raise standards, and children's progress, to an outstanding level.

## What the setting needs to do to improve further

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

- enhance the consistency of information given to parents so that all benefit from detailed information that helps them to support their children's learning at home
- support the youngest children to make the most of the nursery garden, in order to enhance the learning opportunities for those who prefer to be outdoors
- sharpen the review of staff teaching practice to help raise standards and children's progress to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and evaluated the impact this has on children's learning.
- The inspector carried out a joint observation with the nursery owner.
- Documentation was sampled, including safeguarding procedures, evidence of staff suitability and their qualifications, and children's records.
- The inspector had meetings with the provider and the manager. She spoke to children and staff at convenient times during the inspection.
- The inspector took into account the views of parents spoken to on the day, and looked at their written comments and testimonials.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have regular meetings with staff to discuss any issues and reinforce their understanding of safeguarding. They support staff to improve their qualifications and provide opportunities to visit other settings in order to share ideas and good practice. The provider has asked independent professionals to help her evaluate the children's activities and implements new ideas with enthusiasm. This has led to improved opportunities for children to benefit from sensory play and forest school experiences. Safeguarding is effective. Staff have a good knowledge of the procedures to follow if they have concerns about a child's welfare. Children have space to move around and play in safety. Staff carry out thorough risk assessments and effectively evaluate the frequent outings to ensure children are safely supervised.

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

Children learn to work together and use their imaginations. For example, they help each other to make a dinosaur land with cornflour, water, glitter and paint. Staff skilfully interact with children during these activities, asking questions and providing suggestions to enhance their learning. Staff are proactive in attending specialist training to support children who have special educational needs and/or disabilities. Resources are easily accessible and staff plan activities well to take account of children's differing learning needs. Staff have a good knowledge of the children and keep careful track of their progress. Children learn to use numbers in their play. They sing enjoyable counting songs and play games where they match size, colour or shape.

### Personal development, behaviour and welfare are good

Staff support children to learn how to take risks in their play. For example, they encourage children to place the ramp onto the pirate ship so they can clamber onto it. Children's mealtimes are sociable and friendly. Older children serve their nutritious, freshly cooked lunch and help to tidy away when they are finished. Staff help younger children to eat independently, encouraging the use of spoons and forks. Parents praise the nursery for its family friendly environment. Overall, they believe they are well informed about their children's progress and the nursery routines. Staff implement effective settling-in procedures. All parents have a home visit before their child starts. There is good attention paid to establishing relationships with their child's key person. Parents are appropriately informed of any changes.

### Outcomes for children are good

Children, including those receiving additional funding and those who have special educational needs and/or disabilities, make good progress from when they first start. Children are eager and enthusiastic learners. They develop good independence and confidently express their ideas and opinions. Older children make marks with skill and thoroughly enjoy story times. At group times, they know how to sit, listen and take turns in conversations. Younger children make choices in their play and learn to share.

## Setting details

<b>Unique reference number</b>	EY538408
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1110536
<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 - 11
<b>Total number of places</b>	56
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Tots 2 Teens Papworth Ltd
<b>Registered person unique reference number</b>	RP538407
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01480 831985

Tots 2 Teens Papworth registered in 2016. The nursery employs 24 members of staff, including administration and catering staff. Of these, 16 hold relevant childcare qualifications at level 2, 3 and 4, and two hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The out-of-school club operates from 7.30am to 8.45am and 3.15pm to 6pm during term time. It also opens during all school holidays from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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