

Tweenie Tots 2

Community Childcare

English Martyrs Parish Hall, School Lane, Litherland, Liverpool,
Merseyside L21 7LX



Inspection date	22 November 2018
Previous inspection date	12 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Partnerships with parents are strong. Staff provide parents with valuable information about how to extend children's learning at home. They consult parents about children's progress, which provides a consistent approach to children's care and learning.
- The key-person system is highly effective. Caring staff take time to get to know all children and families. Children settle well, display strong emotional well-being and confidence and are very happy.
- Leaders and staff are passionate about meeting the needs of children and their families. They have a range of strategies in place to take account of the views of parents, staff and children. Leaders set ambitious targets to help improve the overall quality of the nursery.
- The manager and staff monitor children's progress closely. This enables them to quickly recognise any gaps in development and provide children with individual support to catch up in their learning.
- The nursery has established good links with the community. Parents comment positively about the care and education their children receive. They are also keen to share how flexible the nursery is and how additional support offered by the team helps meet the needs of the wider family.

What the setting needs to do to improve further

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

- strengthen the evaluation of teaching so that specific areas of improvement can be identified and supported through targeted professional development
- broaden the ways children develop their emerging understanding of numbers, shape and measure, to support their mathematical awareness further.

Inspection activities

- The inspector toured all areas of the nursery. She observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as policies and procedures, risk assessments and children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.
- The inspector observed staff interacting with children during activities indoors and outdoors.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.

Inspector

Liz Fortune-Price

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team implements the safeguarding policy well and responds effectively to safeguarding matters as they arise. They work well with relevant agencies to help to assure children's safety. Staff are confident to identify and report any issues relating to children's welfare. Robust systems protect children's safety well. For example, regular monitoring of accident records minimises possible risks. Effective self-evaluation means that staff continually strive to improve the good service for children and their families. For example, regular stay and play sessions enable parents to share activities and experiences with their children.

Quality of teaching, learning and assessment is good

Staff have a good understanding of what children know and how they can further support their development. They accurately assess children's learning and effectively plan for their next steps. Staff work in partnership with other professionals. For example, they seek and implement guidance from an education psychologist to support children's learning. Exciting whole-group activities challenge older children. For example, they learn about addition and subtraction using balloons. Children develop good physical skills. For example, they confidently take photographs of their friends, navigate touch screen computers and take pleasure in digging with spades while outside. Children develop good literacy skills and choose from a wide range of reading materials provided. For example, children explore cook books in the role-play area. They sit in comfy chairs and explore text with interest.

Personal development, behaviour and welfare are good

Staff create a warm and welcoming environment. Children arrive happily and explore the environment with confidence. Staff make the most of opportunities to enhance children's independence. For example, children serve themselves at snack time, wash their hands after catching a cough and help to tidy up their toys at the end of the day. All children have good opportunities for fresh air and exercise. For example, they climb and balance on obstacles and have opportunities to use wheeled toys in the large playground. The management team's proactive approach to learning about the community enables children to make positive links in their learning. For example, children recently learned how to keep themselves safe during a visit from a fire officer.

Outcomes for children are good

All children, including those with additional needs, make good progress from their individual starting points. Children who require additional support are identified swiftly and appropriate interventions are used to help them to catch up with their peers. Children demonstrate a range of skills which prepares them well for their next stage of learning, or the move on to school. Older children develop good social and communication skills. For example, they learn to listen to each other effectively during whole-group times. All children demonstrate a strong sense of belonging and self-esteem. For example, younger children show resilience during a threading activity using cereal, persevering until the activity is complete.

Setting details

Unique reference number	EY421120
Local authority	Sefton
Inspection number	10065736
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	40
Number of children on roll	47
Name of registered person	Tweenietots 2 Community Childcare Services Ltd
Registered person unique reference number	RP530511
Date of previous inspection	12 November 2015
Telephone number	01519491225

Tweenie Tots 2 Community Childcare originally registered in 2004 and re-registered in 2011. The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, during term time and offers before- and after-school care alongside nursery provision. Sessions are from 8am until 6pm.

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