

Two By Two's Nursery

Gibbs Street, Wolverhampton WV6 0RE



Inspection date	25 April 2019
Previous inspection date	Not applicable

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

- Staff provide a welcoming and inclusive environment where children are valued and respected.
- Children are very happy and settled and they form strong bonds with staff, who are caring and responsive to their individual needs. There is an effective key-person system which successfully promotes children's development and well-being.
- Members of the management team use self-evaluation effectively. They actively seek the views of staff, parents and children and use these to identify areas for improvement.
- Staff are very well trained and knowledgeable. They are clear about their professional responsibilities, work well as a team and act as positive role models for children.
- Partnerships with parents, other providers and professionals are good. Children with additional needs are well supported through individualised programmes for care and learning.
- Children benefit from a well-resourced and spacious learning environment. Staff promote children's physical development through daily opportunities to access the large outdoor area.
- Children's starting points are not always fully documented, which sometimes makes it difficult to accurately assess their progress.
- Information from observations is not always used effectively to plan children's next steps in learning.

What the setting needs to do to improve further

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

- strengthen procedures for recording children's starting points on entry to the setting, to help evaluate progress accurately
- further develop the use of information gained from observations to plan for children's next steps in learning.

Inspection activities

- The inspector had a tour of the premises.
- The inspector completed a joint observation with the nursery manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including children's developmental records and evidence of the suitability of staff working in the nursery.

Inspector
Justine Cope

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a very good understanding of their roles and responsibilities in keeping children safe from harm. They confidently discuss the indicators of abuse and neglect and know what procedures to follow if they are concerned about a child or a colleague. Recruitment, vetting and induction procedures are rigorous to check staff suitability. The manager works with staff to monitor the effectiveness of educational programmes and identify any gaps in children's attainment. Staff have good opportunities for professional development. They benefit from a comprehensive training package and ongoing supervision and appraisal.

Quality of teaching, learning and assessment is good

Staff provide opportunities for children to lead their own learning and offer support where needed. They know children well and maximise opportunities to extend their learning. For example, they encourage children to make predictions as they mix and change the colour of paint. Children's language development is fostered very well. Staff consistently narrate children's play and learning and spend time talking and listening to them. For example, they introduce new words such as 'squelch' and 'squeeze', encouraging children to repeat them during messy play. Focused assessment of older children ensures that they are well prepared for school. For example, children work in small groups to link sounds and letters and develop their writing skills.

Personal development, behaviour and welfare are good

Staff promote a calm and relaxed environment in which children can learn and explore. Children are provided with well-balanced meals and snacks throughout the day and develop their understanding of healthy eating. Children's sense of identity is fostered extremely well. For example, staff develop inclusive displays, resources and activities which encourage children to celebrate their uniqueness. Staff are positive role models and promote children's good behaviour. For example, they use visual rules, discussions and interactive displays to ensure children understand what is expected of them.

Outcomes for children are good

Children make good progress at the setting and are developing the skills and knowledge required to prepare them for their next stage in learning. Children are engaged and motivated to learn. They enthusiastically develop their mark-making skills as they paint with water outdoors. Babies and toddlers show their natural curiosity as they engage in sensory play with paint and gloop.

Setting details

Unique reference number	EY541610
Local authority	Wolverhampton
Inspection number	10089939
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	54
Number of children on roll	86
Name of registered person	Two By Two Day Nursery Ltd
Registered person unique reference number	RP541609
Date of previous inspection	Not applicable
Telephone number	01902426058

Two By Two's Nursery registered in 2016. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, eight hold level 3 and two hold level 2. The manager has early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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