

# Inspection of Frankwell Tots to Twelves Ltd

Frankwell Tots to Twelves, The Old Church, New Street, SHREWSBURY SY3 8JN

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Inspection date: 21 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children make good progress and achieve a secure foundation for their future learning. They gain good levels of independence and life skills. Older children eagerly help to prepare snacks and learn to manage their personal care routines. Babies learn to feed themselves with their fingers and spoons. Staff are friendly and nurturing. Children and babies form close bonds with them and are happy, and safe in their care. Babies settle well and staff support their individual routines and needs well. Children have good social skills. Pre-school children collaborate to build a tall tower and develop storylines together in their role play. Children display good manners and lunchtime is a civilised time where conversation flows freely. They behave well; learn to share, take turns and know what is expected of them. Children make links with their own experiences and recreate these in their play. Younger children enjoy using tools as they pretend to cook in the mud kitchen and make soup in the water tray. They confidently name the fresh vegetables they add. Children are motivated to play and sustain their concentration well on activities that interest them. They enjoy reading books and experimenting with mark making. Older children use traditional story language, such as 'once upon a time', as they read books for themselves.

### What does the early years setting do well and what does it need to do better?

- The manager, who is also the provider, delivers strong leadership and effectively reviews the quality of the provision. She supports her staff team well and ensures they all receive the support they need to confidently fulfil their roles and responsibilities. The manager and room managers provide each member of staff with quality guidance and coaching to improve their personal effectiveness. Recent training has helped staff to focus on how they support children's mathematical understanding and bring it purposefully into children's play experiences. However, the manager has not identified where some aspects of staff practice can be extended even further to be able to maintain the quality of teaching and learning at the highest level.
- Overall, staff plan the learning environment well. Outdoors is particularly well organised to help children to solve problems and explore their own ideas freely. However, staff working with babies do not enhance the indoor learning environment as well as possible to further excite and inspire them to make new discoveries.
- The manager and staff have successful partnerships with parents. Staff engage parents well in children's learning and regularly exchange information about their achievements at home and in the setting. Staff liaise well with other professionals involved in children's care and development to implement targeted support for children with special educational needs and/or disabilities.
- The manager and staff monitor children's progress thoroughly. Each child

benefits from a key person who knows their individual needs well. Staff communicate successfully with each other to ensure that they all know how to support every child. They make good use of their observations of children and their assessment information to identify the next steps for learning, and plan well for their individual needs.

- Staff support children's communication and language development skilfully. They provide children with quality interactions and language models to ensure they can become confident and articulate communicators. Staff working with two-year-old children give careful consideration to the words they wish to model and encourage children to use, to enable them to practise a variety of sounds. Staff work closely with parents of children who speak English as an additional language to provide them with good support.
- Staff successfully help children to develop their understanding of the world. Babies enjoy sharing books about their families and those of their friends. Older children eagerly observe an interesting collection of bugs and talk about their characteristics, such as counting the number of legs they have. Children benefit from valuable experiences in the local community.
- Staff plan activities that help children to gain good physical skills. Babies and children enjoy opportunities to visit the park and use a variety of play equipment. Two-year-old children use a wide range of tools and malleable materials to support their hand muscles. They eagerly use brooms to help with sweeping.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff are well trained in safeguarding matters. Leaders and staff have a good understanding of how to protect children from harm. They understand the procedures to follow if they identify any concerns about a child's welfare. Staff know what to do should they have concerns about the conduct of a colleague. Leaders follow robust recruitment procedures to ensure the suitability of staff. All staff are vigilant about children's safety. They supervise children well as they play and make careful risk assessments when they take children on outings. The manager seeks professional guidance to ensure that suitable procedures are in place in the event of a fire.

## What does the setting need to do to improve?

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

- monitor the quality of teaching more closely to identify how practice can be improved even further to achieve the highest level of learning experiences for all children
- enhance further the learning environment for babies to fully stimulate and excite

them to explore and make new discoveries.

## Setting details

<b>Unique reference number</b>	EY454836
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10115823
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 12
<b>Total number of places</b>	70
<b>Number of children on roll</b>	142
<b>Name of registered person</b>	Frankwell Tots to Twelves Limited
<b>Registered person unique reference number</b>	RP532057
<b>Telephone number</b>	07974738191
<b>Date of previous inspection</b>	19 April 2013

## Information about this early years setting

Frankwell Tots to Twelves Ltd registered in 2012. It operates in Shrewsbury. The nursery employs 19 members of childcare staff. 17 staff members hold appropriate early years qualifications, at level 2 and above, including one staff member with qualified teacher status. Two Staff members are undertaking a Level 3 qualification on an apprenticeship. The nursery opens Monday to Friday, all year round, apart from bank holidays and one week over the Christmas period. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- The inspector and manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with staff and parents, and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of the setting's documents. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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