

Inspection of Twiglets Private Nursery School

Twiglets Private Nursery School, 93 Carhampton Road, SUTTON COLDFIELD, West Midlands B75 7PG

Inspection date:

13 May 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The provider took over the responsibility for the provision in September 2020. Since then she has taken some steps to help staff improve their practice for supporting children's learning and development. Staff plan and provide purposeful activities and they observe children and assess their stage of development. However, they do not consistently use what they know about children to challenge them effectively in accordance with what each child already knows and can do. Teaching practice is not flexible enough to ignite all children's curiosity and consistently support them in developing their own ideas. Some activities that are led or supported by staff do not capture all children's interest or take account of the mixed abilities in the group. Nonetheless, staff support children's communication and language development well. The provider identifies children who need additional support and, when fully staffed, she organises small-group sessions for these children. At group times, staff make sure that every child has an opportunity to speak. Relationships are positive, and children are happy and settled. Children understand behaviour expectations. They interact well with staff and each other. Children are physically active in the outdoor area every day. Staff meet children's care needs appropriately. Most children readily manage simple tasks for themselves. However, some staff do not support children in developing independence skills.

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

- Following a recent failure to ensure the security of the outdoor area, the provider has made changes to risk assessments and the procedures for parents and children to access the premises. A child was able to leave the premises unsupervised and following this, the provider took swift action to ensure that children are not at risk in the future. The provider failed to notify Ofsted of this significant event, which is a requirement of their registration.
- The play environment is welcoming and adequately resourced. Children enter the nursery happily once collected by staff from parents at the entrance. They are keen to speak with staff and their friends.
- Children engage in some activities that encourage them to explore their senses. They are able to open the lids of small containers, smell the contents and share their thoughts with staff. However, staff do not fully support children in 'having a go' and finding things out for themselves.
- Children gain necessary knowledge and skills for their future learning, but staff do not consistently match teaching to children's individual needs. For example, in the outdoor area while supporting and playing with the children, staff do not identify different physical abilities within the group of three- and four-year-olds. They do not provide the necessary challenge to help children extend their physical skills.

- Children eat a healthy and varied diet and care practices address their needs well. They understand safety rules, for example when climbing the stairs to the first-floor playroom. Most children collect their coats and can put them on independently. However, not all staff support children in managing simple tasks of this kind. Children's independence is not encouraged at snack time, for example by practising handling skills through helping to cut up fruit or pour drinks.
- Staff support children's mathematical learning. For example, they encourage children to count pieces of fruit and compare this to the number of children sitting around the table. Staff encourage mathematical language, such as 'sphere', 'whole' and 'half'.
- The provider makes sure that staff keep their mandatory training up to date. She takes some steps to monitor practice and meets with staff to discuss the strengths of their practice and areas where they can improve. However, she identifies that this has been difficult as due to unforeseen circumstances it has been necessary for her to work within ratio. This was not her intention when she took ownership of the provision.
- Parents say that they are very happy with the provision and with the progress their children make. They identify ways that they are kept informed while not able to enter the nursery building due to the provider's COVID-19 (coronavirus) risk assessment.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to keep their child protection knowledge up to date. They are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. Staff are aware of the duty to prevent children being drawn into situations that put them at risk. The provider has made recent changes in order to make sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. As a result, risk assessment is effective and staff identify and successfully minimise potential risks indoors and outdoors. Staff recruitment and selection procedures meet requirements.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

make sure that supervision of staff is successful in providing guidance, coaching and training to ensure that next steps planning for all children is consistently put into practice, to challenge and extend each child's learning effectively.	30/06/2021
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To further improve the quality of the early years provision, the provider should:

- increase practice for supporting children in exploring, investigating and developing their own ideas
- support staff in developing their practice for promoting children's independence.

Setting details

Unique reference number	EY394522
Local authority	Birmingham
Inspection number	10194905
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	40
Number of children on roll	26
Name of registered person	TWGS Limited
Registered person unique reference number	RP907682
Telephone number	01213780514
Date of previous inspection	28 February 2020

Information about this early years setting

Twiglets Private Nursery School registered in 2009. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or level 3. The nursery opens Monday to Friday during term time only from 8.30am until 3.30pm. It provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector and the provider, who is also the manager, completed a learning walk across all areas of the nursery and discussed how the curriculum is organised.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery school.
- The inspector spoke to parents during the inspection and took account of their views.

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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