

Inspection of Twiglets Private Nursery School

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

Inspection date: 9 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy the time that they spend at the nursery. They have close bonds with the staff, who are attentive to children's needs and are nurturing. All children make good progress in their learning. They gain a broad range of useful knowledge and skills that prepare them well for school. This includes children who speak English as an additional language and children with special educational needs and/or disabilities (SEND). Staff have high expectations of children. Children behave well.

Children develop a love of books and listen attentively when staff read to them. They confidently share their responses to familiar stories and songs. They recall details about these and sequence events. For example, children know that the verses in a song represent the sequence of events for a caterpillar, such as when it emerges from the egg and later spins itself a cocoon.

Staff consistently help children to gain confidence in their abilities. Children develop good levels of independence and a can-do attitude. They eagerly help to prepare their healthy snacks. They peel and segment fruit. They show pride in their achievements and announce, 'I did it by myself.' Older children confidently take themselves to the toilet and know that they must wash their hands after using the bathroom.

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

- Following the last inspection, leaders have successfully made improvements to raise the quality of practice. They have developed an effective approach to self-evaluation and identified further improvements they wish to make. For example, leaders plan to enhance children's outdoor learning experiences further.
- Leaders successfully monitor the quality of teaching and learning. They provide staff with effective professional development opportunities. This has helped staff to improve their teaching practice. Staff feel well supported. Recent training has helped them to improve how they use their observations of children's achievements to plan well for children's learning.
- Teaching is good. Staff have a detailed knowledge of each child and use this to develop challenging individual learning programmes successfully. They plan a wide range of interesting learning experiences that successfully help children to broaden their knowledge and vocabulary. For example, children learn about the habitats and food preferences of dinosaurs. They use subject-specific words, including 'herbivore' and 'carnivore'. Children develop their understanding of the human body, including skeleton parts such as the skull.
- Staff skilfully support children with SEND. They make timely referrals to outside agencies to ensure that children receive the support they need. Staff work closely with other professionals to develop targeted learning plans to help

children to progress well from their starting points. Leaders ensure that children who the provider receives additional funding for benefit well from this.

- Children are well-motivated to play and learn. They eagerly explore what happens when they mix flour and baby oil. Children decide to add more oil to make a 'runnier' mixture and add more flour to make it more solid. However, staff unnecessarily interrupt children's play to complete other activities, such as having snack and to lead an adult-led activity. At times, this interferes with children's learning and interests.
- Leaders have a good understanding of the learning priorities for the children who attend the nursery. Overall, they have developed a good curriculum that identifies the sequence of learning intentions that help children to build on their knowledge over time. However, the mathematical curriculum does not precisely sequence the knowledge and skills that children need. At times, staff move children's learning on to more advanced concepts before they are ready.
- Staff use effective strategies to engage and support parents in their children's learning. They value the contributions that parents make and help them to support children's continued learning at home. For example, staff support parents to help children with toilet training and to encourage their independence.
- Staff provide children with a good range of opportunities to support their physical development. Children concentrate while they use tweezers to pick up small objects. They enthusiastically use large brushes and water to make marks on surfaces outdoors. This supports their shoulder movements and hand strength well, and helps them to gain the physical skills they need for writing.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff make careful risk assessments to check that the areas of the nursery used by children are safe and secure. Leaders and staff have a good understanding of how to protect children. They understand the procedures to follow if they identify any concerns about a child's welfare. Leaders keep up to date with their knowledge of local safeguarding concerns and train their staff on a regular basis. They follow effective systems to help ensure the ongoing suitability of staff. Staff know what to do should they have concerns about the conduct of a colleague. They note any patterns in children's absence and check to make sure there are no concerns about a family's well-being.

What does the setting need to do to improve?

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

- refine the mathematical curriculum and support staff to match learning experiences more precisely to children's current knowledge and understanding

- review daily routines to increase opportunities for children to make choices in their play and learning.

Setting details

Unique reference number	EY394522
Local authority	Birmingham
Inspection number	10196980
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	2 to 4
Total number of places	40
Number of children on roll	22
Name of registered person	TWGS Limited
Registered person unique reference number	RP907682
Telephone number	01213780514
Date of previous inspection	13 May 2021

Information about this early years setting

Twiglets Private Nursery School registered in 2009. The provider 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 times, from 8.30am until 3.30pm. The provider receives funding to provide funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these had on children's learning.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.
- The inspector and the manager completed a joint observation together.
- The inspector held discussions with the leaders, staff, children and parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022