

Inspection of Tysoe Children's Group Limited

The Old Fire Station, Main Street, Tysoe, Warwickshire CV35 0SR

Inspection date: 9 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and content. They develop strong attachments to the staff and settle quickly. All children have a key person, who gets to know them as an individual. Children are confident to engage and eager to learn. Staff are kind and caring. They dedicate themselves to their roles and put children at the heart of what they do. Staff invest quality time, nurturing and building their relationships with the children and their families.

Staff consider how to motivate children in their learning. They provide resources that stimulate and engage children. Staff prioritise areas of focus for the children. Children in the 'Sparks' room are focusing on developing their communication and language skills. Staff draw on their knowledge of the children and provide activities that interest them.

Staff plan children's learning well. They build on what children can already do and introduce them to new learning opportunities. Staff have high expectations of all children. Children behave well, and staff follow the policies that are in place. Staff model good manners and reinforce these during daily routines. Staff provide a learning environment that is safe, clean and matches the needs of the children.

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

- Children can make choices in their learning and select the resources they need independently. Quality book areas are available to promote early reading. Children select books and spend time looking at them in detail. Children seek out opportunities to share books with others. Staff deploy themselves well so that they are available to share stories with children. Children listen attentively to the stories and respond to questions that relate to the books.
- All children make progress and take part in activities with enthusiasm and excitement. Staff support children to develop the skills they need in preparation for their next stage of education. They have opportunities to develop across all areas. Staff provide a variety of activities that support early reading, writing and the development of mathematical concepts. However, some of the most able children are not always given enough challenge to extend their learning. Therefore, they are not always fulfilling their full learning potential.
- Children demonstrate their confidence in the learning environment. At different points throughout the year, children can access a forest school. At forest school, staff support children to explore the woodland, develop their senses and play imaginatively. Children show their confidence and resilience when they try something new. They explore their own capabilities and 'have a go'. Staff speak sensitively to children and help them to become aware of their own safety. If children do have any accidents, staff have an effective policy in place that leads

their practice.

- Staff are responsive to the needs of the children. They notice when they are finding things difficult. They provide the right amount of support to enable them to be successful. For example, at lunchtime, if they observe a child struggling to cut up their food, they watch, wait and provide the necessary support until children succeed in their task.
- Staff provide children with healthy foods. At snack and mealtimes, staff create meaningful interactions with children. They get down to their level and give them their attention. Children behave well and wait patiently for their food. However, staff do not fully involve children in these routines. Therefore, they are not always given the opportunity to show what they can do for themselves.
- Partnerships with parents and other professionals are strong. Staff communicate regularly with parents. They share information about their child's experiences at the setting. Staff share and gather information from other settings that children attend. They use this to inform their assessments. Staff seek specialist support to plan for children with special educational needs and/or disabilities.
- Leadership is strong. The manager reflects with the trustees, staff and parents to identify priorities and plan for improvements. They consider the impact of the COVID-19 pandemic and reflect on what changes are going to improve things most for the children. Staff well-being and professional development are a priority. Leaders show commitment to their team and invest in tools to support them.

Safeguarding

The arrangements for safeguarding are effective.

The setting is secure. Staff focus on keeping children safe and well. They complete regular risk assessments, remove potential hazards and supervise children closely. Staff have a good knowledge of all safeguarding policies and procedures. Managers keep staff up to date with safeguarding information during staff meetings. Staff are aware of who to contact in the event of receiving an allegation against an adult. Staff are aware of the 'Prevent' duty guidance. The manager carries out effective recruitment and selection procedures to make sure that the people working with the children are suitable for their position.

What does the setting need to do to improve?

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

- help staff to plan activities that will challenge and extend the most able children even more
- support younger children to be more actively involved in daily routines, to promote their independence even further.

Setting details

Unique reference number	EY284242
Local authority	Warwickshire
Inspection number	10234806
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	51
Number of children on roll	81
Name of registered person	Tysoe Children's Group Ltd
Registered person unique reference number	RP518260
Telephone number	01295 680624
Date of previous inspection	10 January 2017

Information about this early years setting

Tysoe Children's Group Limited registered in 2004. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 2. The manager has early years professional status. The setting operates five days a week, from 7.45am to 6pm, for 51 weeks a year. The out-of-school club operates from 7.45am to 9am and 3.30pm to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vicki Abrahamart

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 manager, deputy managers and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the interactions between staff and children and the learning opportunities being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of an activity and a routine with the manager.
- The inspector talked to staff, parents and grandparents during the inspection and took account of their views.
- The inspector held a meeting with members of the management team.
- Relevant documentation was reviewed by the inspector, and recruitment processes were discussed.

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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