

Inspection of Twyford Tots Nursery

Twyford House, Belle Vue Road, Shrewsbury, Shropshire SY3 7NP

Inspection date: 3 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are personally greeted by their key person as they enter this warm and nurturing setting. This helps them to feel safe and loved. Children settle well into nursery and make positive attachments to their key person. Staff consider personal, social and emotional development to be a priority for children. For example, they provide children with effective transition sessions when they start at the nursery and as they move between rooms. Children behave well due to the supportive staff who take time to teach children about feelings. If children behave in an unkind way to others, this is quickly dealt with by staff. They teach children to consider the feelings of their friends, and staff use distraction to divert children's behaviour.

Staff have high expectations for children, particularly when it comes to developing independence. Children, including babies, are taught how to feed themselves. They learn how to pour their own drinks and, as they get older, they attend to their own toileting needs. Children are happy and confident. They make choices about where they would like to play. Children explore light and dark in the sensory room, shining torches on the walls and ceiling. Children are excited as staff show them how to make shadow puppets.

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

- The nursery staff have created a purposeful curriculum that focuses on using weekly stories as a basis for children's learning. Children get to know the story well through repetition, enabling them to read along with the narrative. They make and use dough with staff, creating characters from the story. Children develop their fine motor skills while they squeeze and roll the dough into worms. They continue their interest in the characters when they search for worms and other creatures while exploring outside.
- Staff use effective assessment procedures that include information from parents to plan for children's next steps. They use this information to provide children with new experiences that extend their understanding of the world around them. Staff take children on weekly visits to outdoor learning spaces, where they explore trees and plants. When learning about recycling, children go for walks with staff and collect litter.
- Children develop good listening and attention skills because staff regularly spend time engaging them in songs and rhymes. Babies sit and take part in circle time activities with staff. They concentrate for extended periods, taking part in singing and actions. However, staff do not always make best use of opportunities to extend children's knowledge of number and counting skills.
- Staff support children with special educational needs and/or disabilities (SEND) very well, and they make good progress. The special educational needs

coordinator (SENCo) devotes her time to assessing and engaging children in targeted activities in the dedicated special education needs hub. Children enjoy taking part in activities that are differentiated to their level of development. They explore letters and sounds and match them using puzzles.

- Parents speak highly of the nursery and the staff that care for their children. Staff support them with toilet training ideas and work with parents to provide children with continuity. Parents receive regular feedback from staff about their children's development. Staff share children's achievements and next steps, allowing parents to support their development at home.
- The nursery manager and staff work closely with other agencies. They liaise with staff at other settings that they share children with, so that they can provide children with stability. The local authority staff offer ongoing practical support around the development of practice, providing ideas about how staff can extend children's experiences. The manager makes sure that there are communication-friendly areas in every room. Children fully engage in this and spend time communicating with friends or spend time alone exploring resources in a quiet space. This supports children's emotional well-being.
- Staff feel valued by the manager who supports their well-being. Some staff are eager to access additional training to further their understanding of child development. However, quality supervision is not yet fully embedded. This means that staff do not have regular opportunities to discuss their development needs, which prevents them from improving their teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a very good understanding of their roles in safeguarding children. There are four designated safeguarding leads in the nursery who are responsible for maintaining the safety of staff and children. All staff can describe the signs and symptoms of abuse and how to report any concerns about children in their care. Staff and managers conduct appropriate risk assessments that help to prevent children from coming to harm in the nursery. Staff supervise children while they care for the nursery rabbit. Excellent security procedures help to ensure that only appropriate people have access to children.

What does the setting need to do to improve?

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

- strengthen teaching to help accelerate children's outcomes even further, specifically children's mathematical development
- strengthen supervision systems so that staff receive focused and highly effective feedback, providing them with specific targets for improvement to help improve teaching further.

Setting details

Unique reference number	224215
Local authority	Shropshire
Inspection number	10285611
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	0 to 4
Total number of places	97
Number of children on roll	135
Name of registered person	Twyford Tots Limited
Registered person unique reference number	RP512083
Telephone number	01743 357083
Date of previous inspection	12 October 2017

Information about this early years setting

Twyford Tots Nursery registered in 1993. The provider employs 25 members of childcare staff. Of these, two hold early years teacher status and 20 hold appropriate early years qualifications at level 2 to level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The provider receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Myers

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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