

# Inspection of Taunton Opportunity Group

Wooden Spoon House, Crowcombe Road, Taunton, Somerset TA2 7NF

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Inspection date: 4 May 2023

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

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

### **The provision is outstanding**

The very moment children arrive, they are greeted warmly by friendly staff that they know and trust. Management and staff provide a highly individualised curriculum that they successfully tailor to meet the children's needs. Staff know the children extremely well and have very high expectations for them all. They skilfully interact to encourage and promote children's language development. For example, when children enjoy the bubbles staff repeat key vocabulary, such as 'pop', 'blow' and 'stamp', to give language and context to their actions. Children thoroughly benefit from their time exploring the wonderful learning opportunities in a safe, stimulating and secure environment. Children enjoy the tricycles and staff role model to encourage and support their physical development of balance and coordination. Children laugh as they ride around the outside area.

Children are highly motivated to explore, showing curiosity and fascination when they come across something of interest. For example, children notice the swing and immediately use the choosing board to communicate their interest to go on it. Staff ensure that all children can access every opportunity on offer. Children show a keen interest in the role-play area and enjoy trying on wigs. Staff join children in wearing wigs and they have great fun together.

Parents express how thankful they are for the wonderful time their children have. Parents feel well supported and are extremely happy with how the staff share information regularly, and provide them with information on how to support their child's development at home.

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

- Management and staff expertly adapt the curriculum to build on what children know and can do. Staff collate detailed information about children and their starting points from outside professionals and parents. This captures and creates a clear overview of how to take children to their next level of learning.
- Staff provide an inclusive approach to learning, supporting all children to achieve the very best outcomes in their development. Staff adapt coat-peg pictures and cover them with bubble wrap, ensuring visually impaired children can flourish in being independent by feeling for their peg. Staff challenge older children well in their learning by extending activities to suit their needs. For example, providing animal matching games that have been extended from animal 'pop-up' toys to further support children's thinking skills.
- Communication is a strong focus and staff expertly use a broad range of methods when interacting with the children. For example, children use 'choosing boards' that provide opportunities for them to share what they want, supporting them to feel valued and respected as individuals. Staff swiftly support and value

children's choices and extend learning by using sign language and repeating keywords. Children recognise and say the letter 'w', and when staff naturally progress this learning and support children to sing the alphabet song, children join in. Children receive good support to increase their vocabulary and confidence when communicating.

- The well-led, passionate, and caring team consistently improves their skills and knowledge through various training. Staff implement new strategies that they have learnt. For example, they use a new tool to support children's communication at various stages using signs and symbols. Staff understand the importance of ensuring they provide care that is essential to each child's complex needs to the highest standard.
- Staff ensure that they consistently communicate effectively with other settings that children attend. Parents, other professionals and staff from both settings regularly collaborate on children's learning and support plans. This partnership ensures the very best care and education for each child. This supports families and puts their child's well-being first, so that children manage any transitions well, including those going to school.
- The highly-skilled manager ensures that children have links within their community. For example, they take children on trips to the local park and use the nearby forest to explore and develop their understanding of the world. Children enjoy taking part in local physical initiatives, promoting awareness of healthy choices and supporting their physical development.
- Staff are highly skilled at supporting children to manage their emotions. Staff allow children the time and space they need to process their feelings. Children have access to the 'self-regulation' room, where staff use a calm approach to communicate with children, supporting them to understand their emotions. An array of calming sensory resources in the 'white room' and the 'dark room' help to focus children. Children react positively to the strategies used.

## Safeguarding

The arrangements for safeguarding are effective.

Managers ensure there are robust procedures in place when recruiting staff to ensure the suitability of people when working with children. Risk assessments are in place for the use of specialist equipment and all staff are aware of how to use this equipment safely. Provision is adapted accordingly to suit children's needs, ensuring they can learn in a safe environment. All staff have secure knowledge of safeguarding, and attend regular safeguarding training to update their knowledge and awareness of their responsibilities to keep children safe. Managers ensure all staff receive specific training to assist children with medical conditions that require specific care or interventions.

## Setting details

<b>Unique reference number</b>	143087
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10285532
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	The Taunton Opportunity Group Committee
<b>Registered person unique reference number</b>	RP522352
<b>Telephone number</b>	01823 284550
<b>Date of previous inspection</b>	10 October 2017

## Information about this early years setting

Taunton Opportunity Group registered in 1992 and specialises in supporting children who have special educational needs and/or disabilities. The group operates from premises situated on the site of Wellsprings Primary School in Taunton, Somerset. It is open Monday to Friday, 9.05am to 1pm, term time only, including a lunch club. On a Tuesday it is open until 2.35pm, there is a group for the under twos, which parents or a main carer attend with their children. The group receives funding to provide free early education for children aged two, three and four years old. There are seven members of staff. Of these, one holds an early years qualification at level 6 and one at level 5, three hold early years qualifications at level 3, one level 3 apprentice and one who is supply cover.

## Information about this inspection

### Inspector

Chelsea Woollard

## 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 setting.
- 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.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.

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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