

# TLC Neighbourhood Nursery and Family Learning Centre

T L C College, Dunstall Heights, 1 Dunstall Road, Wolverhampton, West Midlands, WV6 0LZ

<b>Inspection date</b>	03/06/2014
Previous inspection date	03/12/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is good, given their starting points and capabilities.
- There are effective partnerships with other professionals and providers to ensure children are well prepared for their transition to school. Partnerships with parents and carers are effective because there is very good two-way communication, ensuring all parties are well informed and work together to meet the children's needs and interests.
- Safeguarding children is a priority within the provision. The self-evaluation process includes all stakeholders and improvements bring about effective changes that benefit the children. Effective management procedures, such as regular supervision monitoring, enhances staff performance.
- Children are well behaved because key persons acknowledge good behaviour through praise and are positive role models for the children. Children and their key persons are forming close attachments.

### It is not yet outstanding because

- There is scope to extend younger children's access to the outdoor play areas.
- There is scope to enhance younger children's independence during snack times.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all indoor and outdoor play areas used by the children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.
- The inspector scrutinised a range of documents; attendance registers for children, staff and visitors, risk assessment, self-evaluation records and the providers improvement plan, staff suitability and qualifications, the complaints log and a range of policies and procedures which supports the service provided.
- The inspector conducted a joint observation with the manager, held meetings with the manager and held discussions with various staff caring for children.

## Inspector

Mary Henderson

## Full report

### Information about the setting

TLC Neighbourhood Nursery and Family Learning Centre was registered in 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is run by the company TLC College. It operates from one building on a site in Wolverhampton, West Midlands. The nursery is accessible to all children and there is two enclosed areas available for outdoor play. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 96 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, seven hold qualifications at level 4, five hold a qualification at level 3, two hold a qualification at level 2 and one is unqualified, working towards a recognised childcare qualification.

### What the setting needs to do to improve further

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

- maximise younger children's choices during child-initiated play times, by informing them that outdoor play can also be accessed during these times, so that their physical development is further enhanced
- maximise opportunities for younger children to pour their own drinks and prepare their own fruit, to further enhance their independence during snack times.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The management team have developed their knowledge of the learning and development requirements of the Early Years Foundation Stage. Since the last inspection, they have improved opportunities for children's access to a challenging and enjoyable learning experience across all areas of their learning. As a result, teaching is effective throughout the provision and all children are now making good progress towards the early learning goals. In addition, the management have increased the range of resources and activities to improve the learning and development experiences of the younger children. The management and staff are committed, show enthusiasm and have high expectations of the children they care for. As a result, children make good progress given their starting points. All staff ensure that the teaching strategies used enhance children's physical and communication skills alongside their personal, social and emotional development. For

example, the staff support older children's language and communication through the use of open-questions, encouraging children to think critically as they play. Older children explore the world around them as they dig for worms and look for insects on a bug hunt. They look on in awe at a ladybird, laugh and show excitement as they shout 'he's crawling up your sleeve' and run off to tell their friends. Children use binoculars and magnifying glasses to explore and investigate, and staff support their learning through open questions about size, length and colour to encourage their mathematical and language thinking. This also fosters their school readiness.

Toddlers enjoy joining in with their peers and the staff as they sing rhymes and songs, enjoying story time. The staff working with the toddlers support them with their choices as they follow their lead. Toddlers are encouraged to explore and find lots of interesting activities around them, such as water play, painting with sponges and exploring shaving foam. The toddlers become engrossed in their exploration of media, supported by staff who provide a running commentary about what they are doing and encourage them through demonstration, so that children continue to have a go and keep going. This helps the toddlers find out about the world around them and supports their independence through indoor child-initiated play times. However, toddlers are not always made aware by staff that outdoor play can also be one of their child-initiated play choices. As a result, children's physical learning and development during these times are not always fully maximised. Babies are encouraged to be physical by the staff who follow their lead. For example, they climb up the steps in turn, showing excitement and pride as they come down the indoor slide. Babies who are not yet mobile are supported by staff who encourage them through 'tummy time' exercises which effectively builds on their torso, shoulders and neck muscles as they reach out for nearby toys. Staff caring for babies use commentary as they play, supporting their hearing and understanding of language, thereby supporting their emerging communication skills. During such times babies are praised for their efforts to 'have a go' and take risks in their play. Children of all ages enjoy outings to places of interest. This includes visits to the park and playing fields, to explore nature and use a variety of large equipment under close supervision. Children also enjoy walks to supermarkets to buy ingredients for their baking activities. To support children's interest in the world around them further, children visit local churches, Mosques and Kurdish food shops to extend their knowledge of the local community.

The staff effectively ensure children's needs and interests are identified and met because they observe children as they play, planning for the next steps in their learning well. Children's progress is tracked to ensure that there are no gaps in their learning and development. Children with special educational needs and/or disabilities and those who speak English as an additional language are well supported by their key persons. Staff caring for toddlers within the nursery, discuss with parents, the most suitable time to provide a comprehensive summary of their child's learning and development, in time for their progress check between the ages of two and three years. The management and staff implement a range of strategies to support positive partnerships with parents. For instance, parents share what they know about their child. This helps the key person to work together with parents to ensure consistency and continuity in children's learning and routines. As a result of this good two-way communication, children's care, learning and developmental progression is supported well.

### **The contribution of the early years provision to the well-being of children**

Children and their parents are provided with a welcoming environment by the management and staff. The emotional well-being of children is fostered well because the key person system is strong. All staff spend quality time interacting with the children they care for. This enhances close attachments and builds children's feelings of self-worth and sense of belonging. Staff use meaningful praise and encouragement as children play, which promotes their good behaviour. Strategies used by staff to support children's transitions is good. For example, parents and their child talk to the staff before their child moves onto their next base room. The communication between the nursery, other settings and school ensures that everyone is working together. As a result, children become ready for the next phase in their learning and school.

All children are provided with daily opportunities to be outdoors. They run or toddle about in the fresh air and use a range of equipment, such as scooters, tricycles and trundle cars supported by staff. This helps to build their physical development over time. This also helps to build on their confidence and self-esteem. Older children self-serve their meals and pour their own drinks at meal times, thereby enhancing their skills in independence and furthering their readiness for school. However, toddlers do not always pour their own drinks or cut up their bananas. As a result, toddlers independence is not always maximised by the staff. Children's healthy lifestyles are fostered because they play in the fresh air each day and they eat nutritionally well-balanced meals. The staff support children's learning about personal safety as they talk to the children about road safety.

### **The effectiveness of the leadership and management of the early years provision**

Since the last inspection by Ofsted, where the provider received a number of actions to improve and one subsequent monitoring visit, the management team has implemented effective changes. These include, effective changes to the risk assessment procedures, which now include all indoor and outdoor areas used by the children. The staff also ensure younger children are closely supervised during mealtimes, to meet their needs and keep them safe. The management have also improved the strategies used to ensure appropriate arrangements are in place for the supervision of staff. As a result, staff receive coaching, supervision and monitoring of their practice in order to increase their knowledge and skills. As a result, staff skills and performance has improved. For example, staff have attended a range of training which supports and enhances their knowledge about learning and development. This includes Penny Tasonni training which has helped to improve their skills in supporting attachments and has further helped them build on their knowledge about the importance of transitions. Other training includes Totem Pole training which has improved the knowledge of those working with babies. As a result of this training, the staff have improved the environment layout and provided a range of new resources, encouraging babies exploration and investigation. This also supports staff awareness of how to provide equipment for babies to cruise, toddle and begin to stand and walk under close supervision to keep them safe. All staff have also attended Every Child a Talker training. As a result of this training, the staff are now supporting children's communication and language development through open questions and running commentary during

activities.

Senior staff, such as the manager, nursery deputies, the safeguarding and behaviour management officers all work closely with the staff team. Everyone working in the provision has a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, all requirements are met. Robust policies and procedures are followed to ensure children are cared for in a safe and caring environment. Staff attend safeguarding training and are fully aware of the possible signs of abuse and what to do and who to contact should there be any concerns. A comprehensive whistle blowing policy is used by the staff to report any concerns about anyone working at or visiting the nursery. The staff have attended first aid training, which further ensures children's safety and well-being. The recruitment procedures of the provision are robust and include ongoing checks of the suitability of all staff to work with children. The management and staff know the procedures to follow, to make sure Ofsted are informed of any significant events that may affect the care of the children attending, and they follow this vigilantly. This and up-to-date records help to make sure children are kept safe.

The strategies in place for monitoring the teaching and learning programmes within the nursery are good. This ensures children's learning and development is fostered well. The self-evaluation processes in place are good and include input from the management, all staff, the parents and children. Areas for continuous improvement to benefit the children's learning and development are identified on an ongoing basis. This includes ongoing training for the future. Partnerships with parents, providers and professionals are effective. As a result, everyone works closely with the individual child to ensure their needs are met. Information is provided to parents about the provision, their child's care and their learning and developmental progress at all levels. Parents are encouraged to share what they know about their child's routines and learning. This helps children settle quickly into the provision. This also helps to form strong relationships with parents from the start. Parents speak highly about the nursery and the staff who care for their children, as they identify the high levels of care and attention their children receive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY310537
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	963235
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	95
<b>Name of provider</b>	TLC College
<b>Date of previous inspection</b>	03/12/2013
<b>Telephone number</b>	01902 714433

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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