

# Tweenie Tots 2

## Community Childcare



English Martyrs Parish Hall, School Lane, Litherland, Liverpool, Merseyside, L21 7LX

<b>Inspection date</b>	12 November 2015
Previous inspection date	9 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

### Summary of key findings for parents

#### This provision is good

- The leaders are committed and ambitious. Since the last inspection, they have worked tirelessly to turn their long-term vision into reality. Extensive refurbishment and clever use of space provides the children with a very safe and stimulating place to be.
- Staff are well qualified and several have a depth of experience and understanding that results in a quality of teaching that is good, and on some occasions inspired. A key strength is their ability to swiftly react to unplanned events, such as arranging a trip to follow a child's excited interest in trees being felled on a nearby street.
- The effective organisation of staff throughout the day ensures that children are fully supported by caring and familiar adults. Children have formed strong bonds with the staff, which promotes their sense of security and helps them to be confident to explore their world.
- Partnerships with parents and other professionals are good. Parents contribute to and are kept well-informed regarding their children's progress. Staff take prompt and concise action to engage other professionals, to ensure they have the knowledge and equipment to help children make the best possible progress.

#### It is not yet outstanding because:

- Some group activities, such as quiet time, are not always organised to best effect to enthuse or fully challenge each child involved.
- Greater independent access to the wide range of information and communication technology resources and ways for children to use these more frequently in their play, has not been fully considered.

## What the setting needs to do to improve further

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

- refine the organisation of some group activities so that activities provided by staff are even more sharply focused on the differing needs of the group, so they offer a greater variety, challenge and interest for each child
- enhance children's access to the very good range of information and communication technology equipment available both indoors and outside, so they can more freely explore the ways in which different equipment operates.

### Inspection activities

- Prior to the inspection, the inspector viewed the setting's self-evaluation document.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also held meetings with the manager and the deputy manager.
- The inspector viewed activities in the three playrooms and in the outdoor play areas. He observed teaching and interactions between the staff and children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector joined a group of children on an outing to observe some trees being felled.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at the range of other documentation.
- The inspector checked the arrangements for staff trained in first aid and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Managers have a very good understanding of statutory requirements. They use their knowledge well to organise staff and the premises efficiently to promote children's safety, learning and well-being. Safeguarding is effective. The manager has an infectious enthusiasm. Her nurturing approach contributes well to the good support staff receive from her. They share the vision and aspirations for the setting and the children. The manager has built strong links with other professional networks. She is eager to learn about, and absorb good practice which is used to support staff to build on their already good quality knowledge and teaching. Effective arrangements for staff supervision and training programmes are in place. Plans to extend this, include ways to further review the manager's practice. An effective system for the analysis of assessment information means that children's potential learning needs are recognised and quickly met. The manager takes action to address any common or emerging gaps in the educational programme. For instance, she has created a clear and precise guidance leaflet which explains the stages of children's early writing skills.

### Quality of teaching, learning and assessment is good

Children's communication and language is skilfully supported by staff throughout the setting. Staff read stories in excited tones and ask open-ended questions in playful ways. This helps children to be drawn into conversations and share what they know and think. Staff undertake frequent observations and complete regular assessment, based on children's needs and interests. Shared planning as a team enables staff to maintain a good awareness of the stage each child is operating at. Children enjoy a wide range of exciting and fun-filled activities which interests and excites them. For example, outside, the younger children master their skills as they clamber up the steep slope and explore the marks and patterns they make with water and a brush. They investigate worms and tree bark through a magnifying glass. Staff are adept at supporting children to make connections in their learning, such as how to use descriptive mathematical language about size and numbers. Children show an interest in learning to read as they point to text during a story and use newspapers to research and plan a trip.

### Personal development, behaviour and welfare are good

Children are confident in their surroundings and learn through gentle support and positive examples from staff about what is acceptable behaviour. Toddlers learn to share and take turns as they pass a ball back and forth in a game. Older children are gently reminded not to talk over their friends. Children learn about attending to their own needs, such as trying to dress themselves, replacing toys or seeking a drink. During trips, they practise good road safety and learn to listen as well as look for possible hazards. Children have lots of outdoor play, their good health and physical development are well promoted.

### Outcomes for children are good

Children are making good progress and developing an enthusiasm and positive attitude towards learning. They are independent, confident and eager to learn. These good skills prepare them well for their next stages in learning and for school when the times comes.

## Setting details

<b>Unique reference number</b>	EY421120
<b>Local authority</b>	Sefton
<b>Inspection number</b>	852184
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	141
<b>Name of provider</b>	Tweenietots 2 Community Childcare Services Ltd
<b>Date of previous inspection</b>	9 November 2011
<b>Telephone number</b>	01519491225

Tweenie Tots 2 Community Childcare was originally registered in 2004 and re-registered in 2011 to reflect a change in legal status. The setting employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2, 3, or 5. The setting opens Monday to Friday, during term time and offers before- and after-school care alongside nursery provision. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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