



Twinkles Day Nurseries & Out Of School Club

Inspection report for early years provision

Unique Reference Number	EY336759
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Registered person	Twinkles Nurseries Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Twinkles Nurseries Ltd is a privately owned nursery that offers full day, sessional and out of school provision. It opened in 2006 and operates from four rooms in a purpose built building, which is set within the grounds of St Mary's Primary School. It is situated in Boston Spa, which is a village on the edge of Leeds, in West Yorkshire. A maximum of 77 children may attend the nursery at any one time. The nursery is open each week day from 08.00 to 18.00 hours, for 52 weeks of the year. The children have access to a secure enclosed outdoor area and the schools playground.

There are currently 169 children aged from six months to seven years on roll. Of these, 19 children receive funding for nursery education. Children attend the setting from a wide catchment area. The setting supports children who speak English as an additional language.

The nursery employs 22 staff. With the exception of two of the staff, all hold the appropriate early years qualifications. Eight staff are working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Overall children stay healthy because practitioners are active in following current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff follow some good procedures, such as wiping tables and other equipment after children have used it. They follow good hygienic procedures that reduce the risk of cross contamination, especially when changing nappies. For example, all staff wear gloves and aprons at all times. Children are able to receive medication very safely as a result of staff implementing very good procedures. For example, they obtain written permission for administering the medication, they record what has been given, ask parents to sign the record and then give them a copy of the record. This in turn ensures continuity is promoted well regarding the children's health care.

Children are well nourished through staff providing healthy and nutritious meals and snacks. Dietary needs are very successfully met, as a result of staff working well with parents and food hygiene is promoted and carried out very well. For example, information on special dietary requirements are checked daily and reviews of the food safety procedures are regularly conducted. This means food is prepared appropriately and safe for children to eat. Children are developing some awareness and understanding of simple good health and hygiene practice. For example, older children are encouraged to be independent and participate in everyday routines, such as washing hands before their meals and after playing outside. However, staff do not currently wash or wipe the hands of babies before meals and they do not always help the less able children wash their hands thoroughly or take time to explain the importance of this.

Children have very good opportunities to enjoy and develop their physical skills both inside and outside the setting. They have regular opportunities to enjoy the stimulating equipment in the outside area, which in turn motivates them into independently developing and practising their skills in climbing and balancing. As a result of the nursery staff hiring in an outside company, children look forward to and enjoy participating in weekly dance and movement sessions known as 'Jo Jingles'. During this they stretch, dance and practise movement and the three and four-year-olds discuss the effects that exercise has on their bodies. For example, by feeling and noting that their hearts beat faster. In addition to this, younger children are able to develop their gross motor skills using equipment, such as a large parachute and the new climbing and sliding equipment, which is based inside their room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Space is used effectively and creatively in this warm and welcoming accommodation. Rooms are effectively organised to meet the needs, ages and abilities of the children. For example, sleeping areas are defined using small gates that cordon off and protect the younger children

and older children have access to inviting and stimulating areas of provision with colourful materials, such as nets and mobiles that hang low. There are also attractive examples of children's work displayed throughout, which encourages the valuing and celebration of children's work and in turn helps them to develop a good sense of belonging. A suitable and sufficient range of age appropriate furniture and toys, which is regularly cleaned and checked is easily available for children to access. This enables them to safely and independently extend and develop their own play and learning. Children are developing a good understanding of safety within the setting through staff talking to them about the need for safety and the reasons why. As a result, they are beginning to learn how to keep themselves safe. For example, they know to pass scissors gently and carefully.

Overall children's safety is promoted very well both inside and outside the setting. Staff take some very positive steps. For example, accident records are evaluated on a monthly basis to reduce any risks and security to the main nursery building is vigilant, with visitors only being able to gain access after visual contact and documentation is checked. In addition to this, written risk assessments are conducted and annually reviewed. However, although daily health and safety checks on most of the physical environment is conducted, staff in the out of school provision are not always consistent in checking these are implemented and not all the areas within the whole of the provision is clearly included. Also, as a result of the bolt being fitted in a low position on the external door, children can possibly leave the premises unsupervised.

Staff have a good knowledge of signs and symptoms of child abuse. They are confident in recognising examples, such as unusual or repetitive physical marks or inappropriate knowledge of sexual behaviour and sudden changes to the children's general behaviour. They are familiar with the procedures to follow if concerns are raised. For example, they are aware of the need to respect the confidentiality of the child and family, of only sharing information with senior designated staff, and ensuring records of the concerns are maintained appropriately. They are also fully aware and confident in implementing procedures in the absence of designated members of staff, with regarding to contacting Social Services and Ofsted. This means that the children's welfare is fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children have very positive, very friendly relationships with both staff and their peers. Staff listen to and value what the children are saying and find ways to value each child. For example, key workers in the baby room take time to change nappies and feed babies that are allocated to their key group, which encourages a sense of belonging. Due to very recent staffing issues, some new young children are currently experiencing difficulties in learning to trust and rely on their own abilities through the effective support of a key person. However, staff have taken immediate positive action to resolve this by obtaining new staff who start employment in the very near future. The older and more able children are, however, confident in accessing their equipment, approaching staff for help and in asking questions. For example, they ask who visitors are and what they are doing in the setting.

Younger children are confidently acquiring new knowledge and skills through staff reflectively planning and providing a wide, broad and stimulating range of resources and activities. For

example, children in the out of school provision engage in favourite art and craft activities, such as baking buns and creating a paper forest for a teddy bears picnic. Babies and toddlers in the nursery enjoy the sensory exploration of sand or water with incorporates glitter and three and four-year-olds engage in model making, which are linked to themes and topics, such as their environment, community and their homes. In addition to this, younger children have regular opportunities to go for walks in the local community.

Overall children are developing very good confidence and self-esteem. They celebrate achievements through certificates, such as 'Star of the week' and receive lots of verbal encouragement for both their effort and achievements from all staff. Children are happy and almost all of them settle very quickly. They are developing good independence. For example, nearly all of them confidently, freely and safely select resources and confidently extend their play and learning using all areas of the environment. For example, three-year-olds extend their home corner role play activities of shopping into other areas, such as the book corner. Children are supported well in their play through staff interacting very well. Staff use open ended questions and actively support them in their role play activities, which helps the children to develop their imagination. As a result, children are interested in their activities and they spend time focussed on what they are doing. For example, children spend a long time exploring the properties of clay when making hedgehogs and they help to design and suggest ideas for the creation of a new outdoor play area.

Nursery Education

The quality of teaching and learning is good and children are making good progress towards the early learning goals. Staff have sound knowledge and understanding of the Foundation Stage and use their knowledge and understanding of how children learn very well. For example, they use additional resources to stimulate and extend children's learning and use practical activities, such as asking them if they have the correct amount of toast that is asked for, to promote number understanding. Staff provide a stimulating and inviting environment that is effectively and creatively organised to help children develop independence and where possible reflect the wider community. Children are encouraged to participate in topics where they design and collect pictures of their homes and community, and the staff provide equipment and resources, which are organised and labelled on low level shelves. This helps children easily select and replace them. Staff collect good information at the start of the children's care regarding their individual needs and interests, and all staff are involved in the assessment of children's learning and in various aspects regarding the planning of the curriculum. For example, either through suggesting themes, ideas or physically devising written plans. However, the assessment system is currently being changed to identify the children's next steps in learning and there is at present no systematic way of using this information to inform planning and fully identify how focussed activities in particular can be adapted to suit children who learn at different rates. As a result of this, some more able children who are engaged in activities, such as linking sounds and letters during a small circle time, quickly lose their interest.

Both three-year-olds and four-year-olds show very good confidence in linking up with each other. They separate from their carers with confidence, seek out staff and peers and immediately start talking to them and encouraging them to share their experiences. For example, they call out to each other, inviting others to participate in making clay animals. They form good

attachments with adults and other children and most are confident in talking about their home and experiences during both planned activities that invite them to share their knowledge and impromptu conversation. Children enjoy books independently and when in small groups they listen and sustain concentration and eagerly join in with familiar refrains. Three and four-year-olds are able to confidently link some sounds and letters. For example, when using a computer they hear and say initial sounds and know which letters represent some of the sounds. Some four-year-olds are also able to use a pencil effectively to form recognisable letters. For example, when writing their name.

Staff make very good use of children's play to help them use numbers and develop some counting skills. For example, when they draw pictures for each member of the family staff encourage them to identify how many are required in total. As a result, children can count up to five confidently and some beyond this. Children are beginning to use some mathematical and positional language in their play. For example, when balancing scales using small teddy bears they verbally indicate that one side is higher and the other side needs more teddies in it. They are developing good skills in using a range of tools and techniques safely and some more able children are able to construct with a purpose in mind. For example, they tell adults they are using a twisting movement with a clay knife to create the spikes on a hedgehog clay model. Children are investigating and showing interest in communication technology. They know how to operate simple equipment, such as cash tills and enjoy finding out about living things through planting flowers in tubs outside the setting and by caring for an indoor plant they have named Ariel. Some four and three-year-olds play very cooperatively in acting out a narrative. For example, they enjoy imaginative role play based on first hand experiences, such as cooking meals and setting the table using enough utensils. They also introduce storylines into their play. For example, by suggesting that they go shopping to get some more food.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social, and cultural development is fostered. They gain an appropriate understanding of the diversity of the wider world through a suitable selection of resources that promote positive images. For example, they are able to access cultural dolls, dressing up clothes and puzzles. They also have access to small world equipment that promotes awareness of disability. In addition to this, they have good opportunities to engage in first-hand experiences that develop and encourage a sense of belonging and knowledge of their community. For example, visitors, such as the local Fire Authority are welcomed into the setting, babies go for walks in the community and older children in the out of school provision have stimulating trips to the cinema, after enjoying lunch at the local fish and chip restaurant.

Staff use effective strategies to encourage children to behave well and gain a good understanding of how to manage their behaviour. For example, they encourage responsibilities, such as tidying up through innovative ideas, such as regularly playing a particular type of music that indicates to children it is time to tidy up. They promote positive behaviour through the use of lots of verbal praise, through discussion with children and by providing support in helping them to find solutions. They also encourage older children to help devise the expected behaviour whilst in their setting. As a result, children are developing a very good understanding of

responsible behaviour. Children in the out of school provision know they must not fight with each other and they must be kind. Three and four-year-olds behave very well and some of the more able children know how to take turns. For example, when engaging in a card memory game, they remind staff that others need to have a turn.

The partnership with parents is good and there are very strong, professional and friendly partnerships in place between staff and parents. They work effectively together and as a result, children's individual needs are successfully met. Staff highly value and respect parents, they encourage them to share their skills and expertise, and children benefit from this involvement. For example, they help to ease the children's transition times by spending time settling them in and parents of the three and four-year-olds are encouraged to continue some play and learning experiences at home. Staff seek, value and act on parents' views well. For example, parents are able to give their views on what they would like provided in the outside play area through a parents forum meeting. Good quality general information on the setting and information on the educational curriculum is shared very well. For example, clear information on the Foundation Stage is available through leaflets and in addition, bi-annual meetings are arranged to help parents further their understanding. Parents receive a welcoming pack and have easy access to information on the general policies and procedures of the setting, as well as some information on the learning intentions within areas of provision, as these are displayed within the rooms. Staff share information on the children's development very well. For example, daily information sheets are given to parents, which details young children's food intake, sleeping patterns, nappy changes and activities undertaken. Profiles for older children are made available at any time for parents on their request and are formally shared twice a year at designated parents' evenings. This helps to promote consistency and continuity in the children's overall care.

Organisation

The organisation is good.

There are very robust recruitment and vetting procedures in place to ensure that staff are appropriately recruited and have the necessary knowledge and experience to undertake their roles. For example, both telephone and written references are taken up by the registered person and applicants are asked to declare any illnesses, provide original copies of qualification certificate and participate in an interview that also includes spending time with children within the setting. This means that children are well protected and cared for. Thorough and detailed induction procedures are conducted to ensure their knowledge and understanding of their roles and responsibilities. For example, in addition to staff signing to acknowledge they have read the policies and procedures, staff also complete an induction quiz to demonstrate understanding.

Staff demonstrate a very high regard for the well-being of all children and a strong commitment to improving the quality of the provision. For example, they ask parents to complete questionnaires, they are currently working towards a recognised quality assurance scheme, and they value and implement suggestions made by the advisory support staff from the Local Authority. This enhances both the care and educational provision the children receive. Staff are aware of some of their weaknesses. For example, they have recently developed the planning and assessment systems to reflect the 'Birth to three matters' framework and are continuing

to work closely with the local authority advisory team to enable them to use it effectively. In addition to this, the children's care and learning highly benefit from staff attending a wealth of training courses, such as Food Hygiene, Child Protection, the 'Birth to three matters' framework, Early Years Funding for Inclusion, Linking Sounds with Letters and Fire Safety.

The leadership and management of nursery education is good. There are appropriate systems in place for reviewing the educational practice and monitoring of children's progress, and the organisation of space and resources is effective and creative. Staff deploy themselves well and work well as a team and this ensures the children are supervised appropriately, are fully suitably supported in their play and have opportunities to develop and extend their learning. Staff evaluate teaching practice and promote the staffs development extremely well through a thorough and detailed quality performance management system. However, there are weaknesses in the planning and assessment of the curriculum, with regard to promoting individual progress.

Almost all policies and procedures work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Documentation is excellent, professionally present, fully maintained, stored securely, easily accessible and retained for longer than the recommended periods.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staff practice to ensure the promotion of health and hygiene at all times, and encourage younger children's awareness and understanding of good hygiene practice
- develop procedures to ensure that risks to children in the out of school provision are minimised, with attention to the security of the premises and the consistency of safety checks being conducted.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the planning system to enable staff to use the information gained from assessment, to support all individual children that learn at different rates.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk