

# Twinkles Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY353978
<b>Inspection date</b>	16/10/2008
<b>Inspector</b>	Lynn Rodgers
<b>Setting address</b>	33 Market Square, Woodhouse, Sheffield, South Yorkshire, S13 7JX
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises



## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.



## **Description of the setting**

Twinkles Nursery is registered to provide care for children aged three months to under eight years, since 2008. It operates from a converted barn building, serving the local community in the Woodhouse area of Sheffield. Children are accommodated in two rooms with access to toilets, a kitchen area and storage space. There is an enclosed outdoor area. The building has disabled access.

The nursery is registered to care for 30 children. The nursery offers care for children in the later years age group providing out of school care and a holiday play scheme. The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 42 children on roll, of which, 37 are in the early years age group and five children in the older age group. The nursery provides support for children with learning difficulties and disabilities. The nursery cares for children who live in the local community and further afield. The nursery is open 07:00 to 18:00, Monday to Friday all year round.

There are nine members of staff who work with the children, of these, six hold recognised early years qualifications, two are registered for working towards a qualification and one is unqualified. The nursery is privately owned and managed. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

The needs of the children in the Early Years Foundation Stage group are not clearly met because there is no structure to the planning of activities to enable the adults to monitor children's progress from their starting points. They are not clearly linked to the early learning goals, but assessments and observation of the children are beginning to be recorded to help to establish where children are and what they are doing. Children's sense of belonging is fostered through the warm, welcoming and homely atmosphere. They are treated with equal concern and their individual needs are met through staff successfully engaging with the parents. Children are beginning to develop a degree of self-confidence and some independence and there are effective systems in place for safeguarding children and their welfare.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure children's food and packed lunches are stored appropriately
- organise meals and snacks to encourage children's independence.

To fully meet the specific requirements of the EYFS, the registered person must:

- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs and

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show children's starting points and how their progression is monitored.

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

Staff and management have some knowledge and understanding of the Early Years Foundation Stage but have yet to put this into practice and develop a system of planning that incorporates the early learning goals. Planning is very basic and does not clearly show children's starting points or the next steps of their development. Staff are aware of their duties and responsibilities, but lack clear focus to what they are doing. There has been no self evaluation carried out by the provider, however, after discussion she is clear on what the provision's weaknesses are and how to implement systems for improvement. The setting has built very good relationships with parents and this shows in the commitment the parents have to the setting. For example, after discussion with one parent, he clearly stated how happy he was with the care his children receive and how regular verbal and written communication ensures he knows what his children do. Links with other settings have tried to be established by the provider but without success. However, the provider is continuing to persevere and to pass on relevant information for the children who move into the local schools. The safety of children is promoted positively, through appropriate safety measures, risk assessments and vigilant staff who care about the children's welfare and well-being. Adults have attended suitable safeguarding children workshops and courses and are aware of their responsibilities to keep children safe. There are effective systems in place for keeping a record of any concerns and well written and implemented policies and procedures regarding child protection. Staff know what to do and who to go to if they are concerned about a child in their care. There is a key worker system in place and the staff are responsible for their group of children.

## **The quality and standards of the early years provision**

Children are helped to learn and develop through daily routines and caring and dedicated staff. Regular communication with parents is by way of daily diaries and record sheets, home work pack containing work sheets, number and letters of the week, story book and comments from staff. Included is a book for parents to record how they get on with the work at home and any other concerns or ideas they may have. The environment is used effectively and all resources are of very good quality. A comprehensive range of relevant policies and procedures is in place, which is shared with parents and implemented satisfactorily. Children are settled, happy and have fun. However, they are not involved with the preparation of snacks and meals to further develop independence and self-help skills.

Risk assessments are in place and clearly recorded; this ensures children are safe and secure at all times. Children are involved in regular fire drills and safety discussions and are taught the safe way to cross a road. Staff are vigilant and fully supervise the children at all times. Children learn about their own safety through following the good examples set by the adults who care for them. Allergies and



special diets are catered for to ensure children's individual needs are met and clearly recorded. However, not all children's food is stored appropriately, for example, baby food is kept with other foods and children's packed lunches are left in their school bags. Very young children are confident as they crawl around to explore and investigate all the toys they are provided with. Babies respond to music, shaking rattles and musical instruments to the background tunes played for them. Physical development is fostered positively as babies try to pull themselves up and walk with the aids around the room. Older children access a wide range of activities to promote their large motor skills and use construction and craft items to develop fine motor skills. All children develop a sense of worth through supportive interaction skills, care and attention they receive from the adults working with them.

Adults encourage children to develop the habits and behaviour appropriate to good learners and be responsible for their actions towards others. Children follow the examples of the adults and staff are firm, fair and consistent. Children share, take turns and are generally kind to each other. They are able to join in, make friends and respect each other, taking into account their diverse needs and backgrounds. Most children respond to the expectations of those who work with them and are able to understand the basic house rules. They respond well to praise and this reflects in the way they speak to each other and adults. Children are beginning to make choices and decisions, for example, choosing what to play with at free choice time, and selecting books, toys and equipment freely.



## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

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.