

# Twinkle Tots

Inspection report for early years provision

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<b>Unique reference number</b>	EY302283
<b>Inspection date</b>	26/05/2009
<b>Inspector</b>	Lesley Gadd
<b>Setting address</b>	Unit 12, Horsleys Fields, King's Lynn, Norfolk, PE30 5DD
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<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 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

Twinkle Tots was registered in 2005. The nursery is situated on an industrial estate in Kings Lynn, in Norfolk. Children make use of an accessible building with adjoining outdoor play areas. Separate play rooms on the ground floor are available for the babies and children up to two years of age. Children aged three to four years are based upstairs in their own self-contained unit. The setting is open from 07.30 until 18.00 Monday to Friday throughout the year.

The Nursery is a privately owned facility led by three managers and a childcare staff team of thirteen. Additional support staff are employed to undertake cooking and cleaning duties. Two managers hold qualifications equivalent to degree level and eight staff hold qualifications to Level 3. Three childcare staff are currently undertaking training to Level 2 in childcare.

The setting is registered for a maximum of 85 children, from three months to five years, at any one time on the Early Years Register. There are currently 94 children on roll and the nursery is in receipt of government funding for early education. The setting is also registered on the compulsory and voluntary childcare registers. The setting welcomes children with learning difficulties and/or disabilities and children who speak English as an additional language.

The setting receives support from local authority advisors and has made links with other local facilities and services that the children attend to support the continued care and learning of the children.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The strong leadership from the managers, alongside competent and enthusiastic staff, helps to create an effective team that is pro-active in ensuring children are happy, confident and thriving in their learning and development at this setting. Children are valued and respected and the nursery works in very close partnership with parents, other settings and professional services for children with particular disabilities to provide an inclusive service where children's individual needs are actively met.

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

To further improve the high quality early years provision the registered person should consider:

- develop further opportunities for babies to enjoy outdoor play and take part in trips out into the local environment
- develop further systems for reviewing staffing when younger children and older children share meals and play times to consistently meet the individual needs of all children.

## The leadership and management of the early years provision

Children's welfare and learning receive excellent support at this setting. The management team have high aspirations for the children and demonstrate a strong commitment to continuous improvement. They consult with advisors and all parties using the facilities, including the children, and make very effective use of self-evaluation to identify where further improvements are needed to ensure children experience high quality care and learning. The management team have developed rigorous monitoring systems and utilise clear action plans to ensure any improvements are identified, such as the need for a rich outdoor environment that could be used all year round are quickly implemented for the benefit of the babies and children who attend. The setting's childcare staff team and two managers are well qualified, with one manager holding Early Years Professional Status, which helps to keep the setting up-to-date with current thinking in the field of children's learning. A recent visit to the world-renowned 'Reggio' Nursery facilities in Italy by a manager has led to the children being offered increased opportunities to experience the natural world and take safe risks, developing their confidence and physical skills.

The setting has a flexible, inclusive and sensitive approach to partnerships with parents, which fully promotes the care and welfare of all the children and babies. Parents' views about their children's needs are actively respected with regard to feeding, sleeping and development opportunities. All documentation is accurate, clear and accessible, providing reassurance to parents about their children's welfare and demonstrating that the setting has a robust understanding of their responsibilities under the Early Years Foundation Stage (EYFS) for the safe management and well-being of the children. Parents, the staff, other professionals working with children with disabilities and other settings that children may attend, use a variety of verbal and written methods to continually exchange information about the children. This ensures continuity of care and active support for children's ongoing progress in learning and development. Parents' speak very positively about their children's experience at the setting including the fact that children 'love' attending, that they as parents feel 'confident', 'welcomed' and children 'develop very quickly'.

Children's safety is a high priority for this setting. They are closely supervised at all times; security at the setting is robust and the managers and staff are proactive in ensuring the environment is welcoming and safe. Detailed risk assessments are completed with regard to the indoor, outdoor environment and any outing venues are assessed before children attend to ensure they are suitable. The setting actively involves and supports children in developing their own awareness regarding safety matters, to ensure they are well prepared for future independence. They help to practise fire evacuation routines, know how to use scissors safely and practice road safety. All those working at the facility are vetted to ensure their suitability and managers and staff have a secure understanding about their safeguarding responsibilities towards young children. An up-to-date awareness of the possible signs of child abuse and the availability of relevant procedures help to ensure children are protected. Children are encouraged to keep

themselves safe through discussions held when local police pay visits to the setting, talking about stranger danger.

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

Children are active participants in their learning and make rapid progress. The managers and staff have a very robust understanding of the EYFS, using this effectively to plan for and nurture children's growth and development in all areas of learning. Children's learning is actively secured as regular shared observations are made about children at play by staff, parents and other settings. This information is then used effectively to plan a diverse range of activities that derive from children's individual interests, and are well matched to their abilities. For example an older child's interest in what happened to paint on their hands when it was rubbed together led to a whole project developing where children increased their knowledge about colour by riding bicycles and jumping on space hoppers dipped in different coloured paint to create patterns and a rainbow of colour combinations.

The managers and staff are caring, affectionate and responsive to children's individual needs, building trusting relationships and encouraging babies and children to be confident, curious and explore. Effective use of open questions by staff such as, 'how does the worm move?' extends older children's critical thinking skills. A very well organised, stimulating learning environment, both indoors and outdoors, actively fosters children's self-reliance and independence as they choose their activities and undertake self-care routines. Messy play activities are enthusiastically enjoyed by the children and provide opportunities for creativity and exploration. Treasure basket resources are examined by babies, toddlers experiment with water and older children relish the opportunities provided to explore shaving foam.

Children's basic skills are well supported. They communicate well in this enabling environment with babies being quick to vocalise and younger children, alongside those with English as a second language, being well supported in their language development through using sounds, puppets and gestures. Older children have the confidence to talk eloquently and literacy is actively fostered for all ages through books and other activities. Children are encouraged to count through songs and everyday events and more capable children respond to the challenge of solving complex maths problems, such as working out how to share the crayons amongst the number of children. Computers for older children and activity toys for the babies encourage all to develop confidence and skills with technology.

Children are considerate and developing a rich understanding about others and the wider world to foster their future tolerance of difference. All children, regardless of age, gender or ability, are actively included in events and the setting ensures children are surrounded by positive imagery of wider society and celebrate world festivals. Children learn about keeping healthy as they eat home-cooked, nutritious meals and exercise daily outside, riding trikes and climbing to the top of the slide, building their muscle strength and physical capabilities. Babies and younger children are able to rest in comfort and safety when they need to conserve their

energy and promote their bodies growth. Babies are sensitively cuddled whilst being fed their bottle of milk with eye-contact and chatter to help them feel secure and confident.

Children are exceptionally well-behaved as the staff are attentive, praise the children frequently and set a clear boundary regarding acceptable behaviour for children who are temporarily unkind or destructive as part of their expected development stage. Children quickly learn right from wrong and even younger children are socialable and caring towards others.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **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