

Twizzle Top Day Nursery

Inspection report for early years provision

Unique reference number

EY392722

Inspection date

16/10/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Twizzle Top Day Nursery is a privately owned company. It opened in 2009 and operates from Partyman World at Lakeside, Essex. The provision is accessed via a ramp. The nursery is open each weekday from 07.00am to 7.00pm all year.

The nursery is registered on the Early Years Register. A maximum of 29 children may attend the nursery at any one time. There are currently 26 children aged under five years on roll, some in part-time places. The nursery currently supports a number of children who speak English as an additional language.

There are six members of staff, of whom three hold a Level 3 qualification. The setting provides funded early education for three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is welcoming to children and their families and is successful in promoting an inclusive environment where individual needs are well supported. This enables children to feel safe and secure and have their welfare needs met effectively. In addition, children make progress relevant to their starting points and needs. The setting demonstrates a satisfactory capacity for continuous improvement and recognises that their system for assessment requires development to bring about further improvement.

What steps need to be taken to improve provision further?

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

- review systems of supervising sleeping babies to ensure they are appropriately monitored at all times
- implement an evaluation system to monitor the provision in order to identify strengths and weaknesses
- develop the observation and assessment system to ensure children's next steps are regularly reviewed so progress is ongoing in all areas of learning.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is effective in ensuring that children's needs are met. Robust employment procedures ensure that staff working with children are suitable to do so. Extremely good systems of induction ensure staff have a secure understanding of their roles and responsibilities. The staff team have a good understanding of the requirements of the Early Years Foundation Stage framework and ensure these are met. For example, all regulatory policies,

procedures and documents that relate to children's welfare are in place, and these are well-maintained.

Systems and procedures are, overall, effective in ensuring children are secure and safe from harm. Staff are generally deployed effectively in order to provide good levels of support to children, and to ensure they are well supervised by daily checks of the premises. Sleeping babies are checked every 10 minutes, and the checks are recorded; the setting does not use a monitor as usually there is a member of staff in an adjacent room and waking babies and young children are heard and responded to. However, on occasions when staff are not close by, for example, in the pre-school room, babies are less likely to be responded to as promptly. Written safeguarding procedures provide staff with appropriate guidance to follow, should they have concerns regarding the possible abuse or neglect of children.

At present the system for self-evaluation is in its infancy, however, the manager and staff make ongoing evaluations to discuss and identify areas for development. A particular strength of the nursery is the good partnership building with parents, carers and other agencies. These relationships ensure that specific needs of each and every children are carefully identified and steps taken to access any further support needed. The nursery is beginning to build links with local schools to assist smooth transitions when children move on.

The quality and standards of the early years provision and outcomes for children

Staff have a secure understanding of the Early Years Foundation Stage framework and this enables children to achieve good progress. This is supported with a positive range and balance of learning experiences and resources which promote a child-based environment. Through the key person system, staff observe the children on a regular basis and use this information to identify individual next steps for children's learning and to plan activities that build on their existing knowledge and skills. Next steps are reviewed, but systems for monitoring and evaluating children's progress towards the early learning goals are not yet fully developed.

Staff help children to learn by skilfully asking them questions to make them think, such as 'what colour is this?' and 'shall we count the bricks?'. Staff have a good understanding of the Early Years Foundation Stage framework and provide a rich learning environment covering the six areas of learning, such as mark-making, role play and construction. Many colourful displays at children's eye level, photographs of children, posters, pictures and mobiles create a welcoming, colourful and inviting setting. Children competently hold books correctly and turn pages. They know print carries meaning due to lots of written signs and labels displayed around the rooms. Babies seek to do things for themselves as they pick up their cup to drink and feed themselves using spoons and fingers. Children of all ages arrive happily at the setting and settle quickly to an activity of their own choosing. A good balance of adult and child-led activities contributes successfully to the good progress the children are making towards the early learning goals. All children enjoy playing and learning with a good variety of natural materials. For example,

younger children and babies feel the differing textures in the treasure basket and older children repeatedly fill bottles and containers with water. They have good opportunities to develop their balance and coordination in the large soft-play centre as they balance and climb on the apparatus. Children are given good opportunities to investigate as they use cardboard tubes for cars to travel down; they send other items down this route too and when this causes a blockage, staff encourage them to learn how to manage by working together to bang the pipe up and down on the ground until the items are freed.

Younger children are cared for in their own base room, which is well-organised with an appropriate range of resources for their age and stage of development. There are good opportunities for the babies and toddlers to join with their older peers at various points during the day, and the staff take an appropriately flexible approach to prepare children to move up into this older group when the time comes. The younger children also have good opportunities to explore and suitable steps are taken to ensure that they are safe as they crawl, toddle and run around using various resources to help develop their physical abilities.

Children freely explore and are eager to participate in circle and story time. Children are very familiar with the routine and staffs expectations. They behave well; they listen carefully to staffs request, take turns and help each other. Older children play imaginatively together as they build a car from a large cardboard box. Their independence and dexterity are promoted as they peel their own fruit at snack time. Children are clearly developing skills for the future as they become competent in using technology. They use the computer and other electronic resources such as a camera and CD player. Children are beginning to learn about difference and to respect other cultures as they celebrate a range of festivals throughout the year. A good range of play resources reflect positive images of our diverse society and these help children become aware of the wider world and value difference. Displays promote positive images of 'All kinds of people' and children's home language is valued as staff learn key words to help children settle. Children demonstrate a strong sense of security and understand issues relating to safety. Many children have good self-help skills and are beginning to understand the importance of leading healthy lifestyles. They make healthy choices at meal and snack times and are able to keep themselves hydrated as water is readily available.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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