

# Twinkle Toes

Inspection report for early years provision

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EY397931

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**Inspector**

Susan Elaine Heap

**Setting address**

Middleton Technology School, Kenyon Lane, Middleton,  
MANCHESTER, M24 2GT

**Telephone number**

01616546517

**Email**

d.pollit@homecall.co.uk

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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).

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## **Description of the setting**

Twinkle Toes is one of three nurseries run by Cosy Toes Limited. It opened in 2009 and operates from three rooms and an adjoining classroom in Middleton Technology School, Middleton, Rochdale. The nursery is situated in a residential area. It is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 34 children may attend the nursery at any one time. There are currently 22 children aged from birth to under five years on roll, the majority of these are in part-time places. There are three members of staff, two of whom hold appropriate early years qualifications to at least a National Vocational Qualification at a level 3 or above. The setting provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff have a good knowledge of each child's needs through an effective key person system which ensures that they successfully promote the children's welfare and learning. Observation, assessment and planning systems are in place and most aspects of these are very good. The children are safe and secure and enjoy their learning, fully participating in the good range of activities provided for them. Positive steps are taken to provide an inclusive environment and support each child by working in close partnership with parents and other professionals when needed. The staff team are enthusiastic and committed to improvement through being reflective practitioners. This means that priorities for development are realistic, successfully identified and acted upon, and improve the outcomes for children.

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

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

- implement a system to monitor the children's progress towards the early learning goals, to ensure that any gaps in their learning identified
- improve opportunities for all children to explore and learn in a challenging outdoor environment
- improve ways for children to use information and communication technology to support their learning.

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

The children are well protected because staff are fully trained in safeguarding and show a secure knowledge and understanding of the procedures to follow should they have any concerns. Staff are deployed well throughout the setting, enabling children to benefit from good levels of care and support with staff who are

knowledgeable about their care, and who interact warmly with them and ensure their safety. Thorough risk assessments are completed on a daily basis of the children's rooms, which ensures any risks are successfully identified. There are secure methods of recording accidents and medication. Robust recruitment, selection and induction procedures are implemented to ensure the suitability and qualification of staff who are looking after the children. As a result, children's health and safety is given the utmost priority.

The setting is effectively led and managed by an enthusiastic and experienced manager who effectively role models good practice to fully support staff in developing their skills and knowledge. As a result, they feel valued and are enthusiastic, and all staff work effectively as a team. The staff and resources are deployed effectively throughout the nursery to fully support the children's individual learning and development and their safety. Through daily conversations, weekly staff meetings and reflecting on their daily practice, the staff team recognise their strengths and weaknesses. They successfully identify key areas for improvement which will have the most significant impact on the outcomes for the children. For example, the development of the outdoor play area to provide further interest and challenges for the children.

The setting works closely at all times with parents and has links with external agencies to ensure children receive additional support when needed. There is a wealth of information freely available to parents in written format displayed throughout the setting, such as policies and procedures, information regarding the Early Years Foundation Stage and photographic records of the children's activities. Innovative systems to involve parents in sharing their observations of their child's interests and activities, to inform their future learning and development, are in place, though some are not fully used by parents. They are also kept well informed through daily discussions, newsletters and a notice board. Parents and grandparents speak positively about the high quality of care offered to their children, the warm and welcoming environment and how approachable the staff are.

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

The children have good opportunities to learn about the benefits of healthy eating and a healthy lifestyle. For example, at snack time they help to wash and cut the pears and talk about what it tastes and feels like. They benefit greatly from this social time and talk knowledgeably and confidently, saying 'it looks like an apple' or 'it is cold'. Staff caring for the younger children mirror and mimic the babbling sounds they make, giving them good eye contact especially when feeding, which develops their communication skills. Good hygiene is promoted at all times, such as hand washing before meals and snacks and after visiting the bathroom. The staff strive to provide children with daily opportunities for fresh air and exercise within the physical constraints of the setting, as there is no direct access to outdoor play. This is compensated for by going on walks within the grounds, feeding the birds and collecting leaves or playing in the snow. This time is well used to develop the children's knowledge of pattern, shape and nature as they

take photographs of bird footprints in the snow. The youngest children enjoy crawling through tunnels, chasing each other or playing peep-boo with a member of staff.

The premises are safe and secure, and staff place great emphasis on the children's safety. Risks are assessed daily, ensuring children learn about possible hazards, develop skills to keep themselves safe and understand basic rules. For example, they know they have to be careful when a member of staff asks them what they have to do when using a knife to cut the fruit. The rich learning environment is well organised in clearly defined areas and children have ample space to move about freely. They are able to self-select from a very good range of quality toys and resources. For example, they enjoy choosing tools and equipment as they pour and empty cereal in the tray or use rakes to make patterns. They listen carefully to stories under the canopy in the den or name photographs of different types of fish, such as shark and stingray. They learn about mathematical language and numeracy as they sing simple songs such as '1,2,3,4,5,..', and problem solve as they access wooden shape sorters and inset or interlocking jigsaws. They access some technology equipment, such as programmable toys and telephones, and the youngest children have opportunities to use cause-and-effect toys. However, they have little opportunity to extend their knowledge and understanding of information and communication technology.

The children are happy and confident. Staff interact well with the children and the key person system enables them to build close and meaningful relationships with the children in their care. As a result, they have a very good knowledge and understanding of each child's individual needs, interests, likes and dislikes. They carefully use this knowledge to support children and plan interesting and challenging activities which follow the children's interests. For example, the current under the sea theme followed on from a discussion with the children about a recent trip they had been on with their parents. Observation, planning and assessment systems are developing well, and it is recognised that these are not fully developed to ensure that children's individual progress is monitored effectively.

The children are able to access a wide variety of sensory experiences, such as exploring jelly, shaving foam or natural materials in the treasure baskets. They begin to know about their own cultures and beliefs and those of other people, and recognise their differences and similarities through planned activities, resources, books and celebrating festivals from around the world. For example, celebrating Chinese New Year and eating Chinese food. The children behave well because they are encouraged to respect each other and value each other's differences and needs. Good manners are consistently promoted. Staff regularly acknowledge the children's achievements through the use of verbal praise, the Wow board and displays of their art work, such as their fish collages. As a result, children develop their confidence and self-esteem.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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