



Tiny Twinkles

Inspection report for early years provision

Unique Reference Number EY295244
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Inspector Daphne Prescott

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Registered person Rashmi Kishor Karia

Type of inspection Integrated

Type of care Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tiny Twinkles Day Nursery is privately owned. It opened in 2004 and operates from one large play room in a scouts hut in Kingsbury in the London Borough of Brent.

A maximum of 10 children may attend at any one time. The nursery is open each weekday from 08:00 to 17:00 for 48 weeks of the year.

There are currently 15 children aged from 2 to under 5 years on roll. Of these three

children receive funding for nursery education. Children come from the local and wider community.

The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs six staff. Four staff including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm and clean nursery, where the level of hygiene is satisfactory and staff take adequate steps to prevent the spread of infection to protect children. For example, children are encouraged to wash their hands before and after meals and after using the toilet because 'they have germs on them'. They implement effective procedures such as the recording of accidents to maintain children's good health.

Children benefit from a balanced and nutritious healthy diet, they are learning the importance of eating healthy foods through discussion with staff. Meal and snack times are well organised as they sit at the table and eat in a relaxed and social atmosphere. Staff encourage the children to engage in conversation with their peers. They have great conversations about the foods they are eating, their likes and dislikes of foods, as a result children are competent in their social skills. Staff discuss all dietary needs and food preferences with parents, which means that all children's individual needs are taken into account. Children enjoy the independence of being able to choose when they have their drink, they are beginning to recognise when they are hot and thirsty. Younger children are regularly offered drinks to ensure none remain thirsty.

Children enjoy some physical play experiences indoors. They are developing control over their bodies as they learn how to climb and slide down the small slide in the play room with great fun and laughter. However, there are few opportunities for outdoor activities for children to enjoy a range of energetic physical exercise and fresh air which helps to contribute to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure environment, they are greeted by staff with warmth and affection which helps to develop their sense of belonging. Children move confidently around the environment, as the space is organised and used effectively to allow children opportunities to engage in their play. Children access a satisfactory range of play equipment and resources, which is presented on

child-height furniture to encourage children's independence. However, there is limited equipment for older children to develop and extend their physical development.

Children's safety is generally maintained as staff show a satisfactory awareness of safety issues. They are safeguarded as staff check toys and equipment used by the children on a regular basis. Daily safety checks are always implemented across the nursery, although formal risk assessments are not completed which helps towards reducing any hazards that could comprise children's safety. Children learn to keep themselves safe as they are reminded not to run around in the play room and are encouraged to pick up objects off the floor. As a result, children are developing their understanding of how to keep themselves safe.

Children are well protected because staff have a clear understanding of their role with regard to child protection issues. Implementation of effective systems, such as the collection of children and recording of visitors contribute to ensuring children's safety.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery, as they benefit from a nurturing, supportive and caring environment, which enhances their feeling of security. As a result, they arrive happy and confident and quickly settle into the routine making their own choices about their play. Children that stay all day play with the same toys that are set up by the staff in the morning. They are not given daily choices and different experiences of playing with a variety of activities to support their development. Staff know children well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of the key worker system, helps to secure relationships between children and staff developing a strong sense of trust.

Younger children develop good communication skills as they contribute to group discussions and become competent learners. They self-select activities such as puzzles, drawing and exploring paint making circular movement with large brushes helping to increase their manipulative skills. They enjoy the textures of natural materials as children actively participate in sand play, and they delight in touching and feeling the sand between their fingers. They are well supported by staff as they acquire new skills. Such as, completing a puzzle and helping to sweep up the sand, they show great excitement as they imitate staff as they clap and smile because they have done something well.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have some knowledge of the Foundation Stage curriculum. They plan the curriculum together, they observe and record children's progress. Although, systems to evaluate the effectiveness of the curriculum and teaching, the impact on children's individual progress and assessments are not yet developed. The planning of activities does not effectively cover all areas of learning. This results in children not being provided with adequate challenges in all areas of their learning. Children are beginning to think for themselves as some staff generally use effective questioning techniques to help

children extend their learning. Staff listen intently to the children and respond appropriately, helping children to feel good about themselves.

Children are forming positive relationships with adults and peers. They are confident to express their needs and are able to take turns, share and negotiate. Children concentrate well during routine activities, they work well both in groups and independently. They show great concern for each other and enjoy the responsibility of helping and explaining routines and activities to younger children.

Children talk confidently about activities they have enjoyed and discuss past and present events, for example they talked about their hand painting pictures and showed great happiness when they received stars for their good work. Children learn new vocabulary from staff, as they talk about the size and shapes of their different fingers. They have satisfactory opportunities to develop their early writing skills, as a result older children are able to write recognisable letters and are able to write their own names. Children enjoy the opportunity to share books with their peers in the book corner. They listen with great excitement to stories and make up their own story and endings. Children delight in dressing-up and participating in role-play activities, for example, older children enthusiastically select the dolls and push the buggy around the play room and pretend that they are going shopping.

Children talk about colour and shape in everyday situations. There are regular opportunities for children to count, and some children are able to count to 10. Children work well together in building a train track and show great excitement when completing the task. Children enjoy the small range of physical activities. However, the more able children lack challenge in their physical development due to the lack of opportunities in their physical play. They have few opportunities to develop their gross motor skills, which impacts on their development in this area. Children are developing their fine motor skills as they show great excitement using the glue sticks to glue fabric onto paper, sticking stars, completing puzzles and pouring their own drinks.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed and play a full part in the nursery because staff value each child as an individual. Children are cared for by staff who know their individual needs and home circumstances, for example their dietary and health requirements and special needs. Children learn about themselves, each other and the world around them through planned activities. This positive approach fosters children's spiritual, moral, social and cultural development.

The nursery welcomes children with special educational needs. Children are caring towards one another and recognise that they each have different needs, in particular in the way in which they respond to children with special educational needs. Children receive extra support from staff which helps to support their development and learning.

Staff have a great deal of respect for the children and this is influenced in the

children's good behaviour. Children are confident and show good self-esteem responding well to continual praise and encouragement. They know what is expected of them as staff encourage the children to work together co-operatively, for instance by negotiating turns when using the slide.

The partnership with parents is satisfactory. Children benefit from good relationships and working partnerships with parents, which contributes to their well-being and the relationships they develop at nursery. Secure links are in place between home and nursery and parents are encouraged to share what they know about their child when they begin the nursery. Staff verbally exchange information to parents on their child's daily activities. Although, children's progress cannot accurately be shared with parents as assessment records are not yet in place. Parents openly express great satisfaction with the service they receive.

Organisation

The organisation is satisfactory.

Children appear settled in the nursery as the staff ratios are maintained. Staff are effectively deployed to support children in their care, learning and play.

The leadership and management of the setting is satisfactory. The provider is committed to improvement and development of the nursery. Staff regularly reflect and monitor to improve the quality of the care and education provided. The provider is very keen to develop staff's knowledge and skills to benefit the children by accessing training courses offered, for example Foundation Stage and Birth to Three Matters. The provider is also the manager and works directly with the children and provides a good role model to staff and children. The provider and staff work very well together as a team, consequently this is reflected in the children being happy and contented in the nursery.

Some of the required documentation which contributes to children's health, safety and well-being is in place. Policies and procedures are used effectively to promote the well-being of the children. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

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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):

- improve the opportunities for children to engage in a range of physical activities
- improve the organisation of toys and activities for children to engage in a variety of play experiences in their daily routine
- ensure that a risk assessment is completed of the premises identifying action to be taken to reduce identified risks.

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):

- increase staff's knowledge and understanding of the curriculum guidance for the foundation stage to develop the quality of teaching and children's learning
- improve the systems to monitor curriculum planning and the impact this has on children's individual progress to provide sufficient challenges for children in all six areas of learning
- improve opportunities for parents to share what they know about their child, make contributions to their assessment records and be informed about the next steps in their learning.

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