



Twinkle Tots

Inspection report for early years provision

Unique Reference Number	EY302283
Inspection date	16 December 2005
Inspector	Sally Ann Hubbard
Setting Address	Unit 12, Horsleys Fields, King's Lynn, Norfolk, PE30 5DD
Telephone number	01553 766211
E-mail	
Registered person	Twinkle Tots
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?

Twinkle tots is a privately owned and run nursery. It opened in 2005 and operates from Horsley Fields in the town of King's Lynn. The nursery comprises of separate baby, toddler and nursery rooms, an indoor physical play area, dining room and kitchen. Toilets are available in each of the rooms. Children also have access to fully enclosed outdoor play area. A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday all year round from 07:30 until 18:00,

closing for one week at Christmas.

There are currently 61 children from birth to 8 years on roll. Of these 11 receive funding for nursery education. Children attend from the local area. The nursery supports children with special educational needs and who have English as an additional language, although there are none attending at present.

The pre-school employs 11 staff. Of these 8 are appropriately qualified, 2 are undertaking an early years qualification. The nursery receives support from the Early Years Childcare and Development Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is well promoted and they are learning about their personal hygiene and how to keep healthy because appropriate information is obtained from their parents at registration, such as medical information, consent for emergency treatment and details of any allergies. Children learn why they need to wash their hands as staff discuss this with them before they wash their hands and give them explanations about germs.

Children's medical needs are suitably tended to because the provider can respond to accidents appropriately and keeps clear records. Despite the nursery having very clear procedures for obtaining written permission before administering medicines they have given medicine once without permission, however the risk to the child was minimised because the medicine was only given after the child has been in the nursery for over four hours. Children are appropriately protected from risk of infection because they do not attend when they are sick. Good general hygiene throughout the nursery ensures that children are well protected from any risk of cross infection, all tables are well cleaned before snacks and meals and staff wear aprons and use gloves when changing children's nappies.

Children enjoy nutritious snacks, they eat a variety of different fruits and vegetables, such as celery sticks with cheese, raisins or grapes, if children do not like the snack then they are offered an alternative. Meals are all freshly prepared and cooked on the premises using fresh ingredients, staff make sure these are nutritious and well balanced, children really enjoy these and many have second helpings of the pork casserole, potatoes, peas, Yorkshire puddings and gravy. Menus are prepared in advance and made available for parents as the nursery displays these on the notice board. Children learn about healthy eating because staff sometimes talk to them about why their snack is healthy. They explain why food is good for them, or not, such as talking to children about drinking water after juice as 'too much juice is sickly for teeth'.

The younger children have drinks with every meal and staff follow their individual feeding routines. Children with allergies have their needs suitably met because all

staff are aware of individual dietary needs and any allergies, this information is detailed on registration forms, and also kept in the kitchen.

Children's individual sleeping and rest needs are appropriately met because staff are aware of when children are tired and ask them if they want some quiet time, large soft cushions are available in the book area and a small bed in the toddler room. Babies sleep patterns are also discussed fully with parents and staff respect their wishes wherever possible. Despite the nursery having sufficient, appropriate cots for children to sleep in these are not always used. Children sleep in buggies and rocking seats and therefore they are not able to find a comfortable position to sleep in and are not in a quiet area where they will not be disturbed.

Children enjoy regular opportunities to have physical play inside and in the fresh air they develop good physical control using large equipment well, such as slide, climbing frame and the ride on toys. Smaller physical skills are developed well through the use of small tools and equipment such as rollers and cutters with the dough, a variety of paint brushes, writing implements, scissors and knives and forks at meal times.

'Birth to three matters' is implemented well in the baby and toddler rooms. Children display a healthy range of emotions; they smile, cry at times and show pleasure when playing with some of the equipment. During the heuristic play session they enjoy listening to the sound of the pebbles as they drop them in the tins. They have good attachments with consistent staff who encourage them to be independent. They are encouraged to develop good physical skills and extend themselves, such as walking without aid and getting up onto their knees to start crawling. They are appropriately supported by staff while they do this.

Nursery Education

Children enjoy going outside for physical play and have a range of different ride on and pedal toys to choose from. Staff discuss about the weather being cold and ask children to put on their coats and gloves which helps them to learn about their bodily needs. Children confidently use the climbing frame, slide and trampoline, however there is little planning in place for outside play and children would benefit from a change to the regular activities offered. Inside children develop a range of physical skills by using small tools and equipment such as scissors, rollers and cutters. They move their bodies in different ways when involving themselves in action songs. They benefit enormously from using the attractive indoor play area which has roadways, zebra crossings and parking bays marked out, helping them to develop imaginative play situations.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive to well prepared, safe and welcoming premises that are clean, well lit, adequately heated and ventilated. They are well maintained and there is easy access to a telephone. Staff lay out activities and check the premises for safety before children arrive. Children can safely and easily access the toys and resources as

storage is appropriate and at their level in each of the rooms, shelves are secured to the walls so they cannot topple over and hurt children. Staff ensure equipment conforms to safety standards.

Children's safety is well promoted because they are well supervised at all times with sufficient staff available. Children are learning how to keep themselves safe because staff teach them to move safely around the building and to take care to watch where they are walking so that they do not slip. Children understand how to get out of the building in an emergency because they regularly practise fire drills and these are recorded appropriately.

Children are appropriately protected from risk of harm because all staff have attended relevant training, they know about the signs and symptoms of abuse, and who to report any concerns to. Children are further protected because the nursery has very secure procedures for ensuring children are not released to unauthorised adults and photographs of all people with permission to collect children are held on file.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are very well settled into the nursery. Staff have excellent relationships with children and are sensitive to their needs enabling them to feel secure. One child rushes up to a staff member, calling her name, he flings his arms around her enthusiastically. The premises and individual rooms are made welcoming to parents and children because they are very bright, attractively decorated but restful in the sleep areas. Children are developing good independence skills throughout the nursery; they freely and independently access resources and make their own choices because equipment is stored on low shelves where they can easily reach it.

Most children have a satisfactory range of activities to help them develop and make progress. They investigate natural materials and objects and choose activities that have been prepared for them. The younger children have a good choice of resources and activities to stimulate and challenge them. However choices for the older children are limited, there are not enough stimulating resources and activities for them to play with, and as a result children are not sufficiently challenged.

The younger children have first hand experiences to develop curiosity as learners. They have a variety and balance of activities available, including a selection of natural materials, such as the treasure baskets and heuristic play items. They really enjoy emptying all the items out of the treasure baskets and playing with them, feeling the different textures and materials, such as wood and bristles. The baby room is bright and attractive and decorated with murals and pictures, the good range of equipment is stored on low shelves where they can easily reach it and choose what they want to do.

Children are building very positive relationships, they relate well to staff, for example they go up to staff for cuddles and settle well, one child puts his arms up immediately when a member of staff comes into the room wanting to be picked up and cuddled,

the staff member immediately responds. Planning is in place for 'Birth to three matters' and is beginning to be implemented in both the baby and toddler rooms. Staff are aware of what individual children like to do and plan activities around this to help them develop and make progress.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Staff have a satisfactory knowledge and understanding of the Curriculum guidance for the foundation stage and use this when planning activities. They clearly know what they want children to learn from the activities. They have a system for planning which covers all six areas of learning over a period of time and the short term plans show how activities are to be implemented and the role staff play. However there is not yet any link through from the assessments of children's progress to the planning and as result some children may not make the best possible progress.

Despite staff having satisfactory knowledge and understanding of the Foundation Stage they do not always give children sufficient challenge and expect the most from them. They miss learning opportunities and do not always question children effectively or encourage them to demonstrate what they know. At times children are fully involved in the activities they are doing, they are well supported by staff, and are able to concentrate on things they enjoy doing for long periods and the nursery are starting to introduce different resources such as natural items for children to touch and feel.

Children behave very well and have clear understanding of the rules and what is expected of them. They are provided with very good role models as staff are calm and positive with them. The children readily share and take turns with equipment both indoors and out. Children benefit from staff working directly with them and enabling them to independently choose resources, however the learning environment is still being developed and organised to help staff provide sufficient, appropriate activities for children.

Children's learning is mostly effective because they are very well settled, feel at home and are very comfortable with staff. They are developing good independence skills as they put on their own coat to go outside, go to the toilet and wash their hands afterwards.

Children enjoy listening to stories and singing, they are developing their language skills well. They are listened to and are learning to listen to others, for example, at group time when they can tell their news to each other. Some children are forming letters correctly and are beginning to write their own names. Children learn about number as staff provide opportunities for them to count. However staff miss some opportunities to maximise on children's learning whilst they are cooking and during other activities.

Children learn about different beliefs through looking at some of the festivals celebrated by others. They learn about information and communication technology as they use electronic toys and a computer. Children use small tools well, such as scissors, rollers and cutters with the play dough and cooking activities. They ride

bikes with skill and show good awareness of space as they ride around the play area.

Children can explore some different media available as they have water, sand, glue, dough and the cooking activity. However staff miss opportunities to extend their play, for example, they do not discuss with children what the paint feels like as children paint their hands.

Helping children make a positive contribution

The provision is good.

Children are confident and developing their independence and self-esteem as they all enjoy taking part in activities, they are given appropriate help and well supported by staff. Children separate from parents confidently and are greeted enthusiastically by staff when they arrive. They are learning to understand and respect diversity, because of effective use of resources and special topics, for example, they learn about some of the festivals celebrated by others, and parents come into the nursery to help with activities.

Staff are aware of, and can implement, the code of practice to monitor, assess, seek advice and work with parents where they recognise a child has special educational needs. Children with special needs would be provided with a balanced range of activities and be able to work alongside their peers.

Children are learning to manage their own behaviour; they are polite and well behaved. Their behaviour is appropriately managed by adults who use positive strategies and provide good role models. Children's welfare is effectively promoted as the setting works closely with parents. They have appropriate, flexible settling in procedures and staff find out about the children and what they can do when they first start. Parents are provided with good information about the setting as they are given a detailed information pack. The exchange of information is effective because staff have a daily link book for each child in which they record any significant information.

Children's spiritual, moral, social and cultural development is appropriately fostered

The partnership with parents and carers is good. Parents are provided with good quality information about the setting and its provision, including details of the curriculum and newsletters informing them of forthcoming topics and events. Parents are encouraged to share what they know about their children as the nursery has good settling in routines and procedures. The allocated nursery link worker effectively enables parents to exchange information with a familiar adult and share important and day to day events.

Parents are encouraged to be involved with their children's learning. They are welcomed into the setting to share their expertise and knowledge, for example, one parent is coming in to help with the Chinese New Year celebrations. Open evenings are held for parents to come in and look at their children's records and parents find the nursery is friendly with a family atmosphere where their children are very happy.

Organisation

The organisation is satisfactory.

Children's welfare and safety is well supported as all management and staff have current checks in place. They are further protected as they are not left alone with persons who have not been vetted, for example, students are well supervised and monitored during their time in the nursery. The nursery has appropriate procedures for recruiting and vetting staff and these are implemented well.

The children benefit because the manager and other staff are appropriately qualified and experienced; they continue to attend various workshops and training courses to update their knowledge and skills. Staff are well deployed throughout the nursery all have very clear roles and responsibilities. Ratios are well maintained throughout the day, including at break times, at the beginning and the end of the day.

An effective key worker system is in place to appropriately support all children; each child is allocated a nursery link who makes observations and exchanges relevant information with parents. Children's records are well kept, readily available and shared with parents regularly. Other records are available and all are very well organised. The office manager makes sure these are updated and all retained for inspection. Staff records are appropriate and stored securely but accessible.

The leadership and management is satisfactory. The nursery is generally well led; the managers have clear aims in place which are currently being updated. They are committed to developing strong relationships with parents and carers and between staff and management. This is evident from the positive comments made by parents and because the staff are happy and enjoy working in the nursery. Management show they have a commitment to ensuring that all staff work well together for the benefit of the children.

A system is in place for monitoring; members of the management team make observations of staff practice and give verbal feedback to them afterwards. Staff have a system for monitoring children's progress. However this is not yet being effectively used to track their progress or to inform the future planning of activities to enable children to move on to the next steps for learning. Senior management are extremely supportive of all staff, however staff in the nursery room need to ensure they monitor and evaluate what they are doing effectively and use this information to make improvements in the teaching to maximise on children's learning.

All staff are very clear about their day to day roles and responsibilities. The nursery is very committed to improving the care and education for all children. Overall the range of children's needs are met.

Improvements since the last inspection

This is the first inspection since registration.

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- obtain written permission from parents before administering any medicine to children
- make use of the appropriate cots available and the quiet areas to enable children's individual sleep patterns to be facilitated.

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):

- continue to develop the planning system and include planning for physical play. Continue to develop the assessments of children's progress and use these to inform the future planning
- ensure staff maximise on all learning opportunities that arise for children during every-day play and activities
- improve the learning environment and available resources to provide sufficient activities and equipment that are appropriately challenging for children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

