

# Twizzle Tops Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY412962

**Inspection date**

27/04/2011

**Inspector**

Seema Parmar

**Setting address**

Partyman World of Play, Watford Road, Wembley, HA0  
3HG

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Twizzle tops nursery registered in 2010. The nursery operates within a Family Entertainment Centre, known as 'Partyman World Of Play' which offers soft play facilities, and includes an outdoor space which includes a sand zone, crazy golf, bouncy castle park and go-kart track. The nursery is located in the London Borough of Brent.

The nursery children have access to two large rooms as well as supervised access to the play centre amenities. There is an enclosed outdoor play.

The nursery is registered for a maximum of 36 children, of which only 12 may be under two years of age. There are currently 19 children between birth and two years; and 44 between two to four in the early years age group, on roll. Children attend for a variety of sessions.

The nursery is open each weekday from 7am to 7pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the childcare register.

The nursery employs eight staff including the manager to work with the children. Six staff hold appropriate early years qualifications and two staff are working towards an NVQ Level 3.

The setting receives support from the local early years advisory team. The group is member of the Pre-School Learning Alliance.

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

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage make satisfactory progress in the learning and development. Suitable partnerships with parents ensure that children's individual needs are met. However, parents are not yet consistently supported and encouraged to share, contribute and update information, to become fully involved in their children's continuous learning and assessment records. The manager is aware of the strengths and areas for improvement within the setting and is working closely with the local early years advisors to improve the outcomes for children and parents.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure all records are readily available and include CRB disclosure details for all staff (Suitability of adults) (also applies to both parts of the Childcare Register).

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

- develop ways in which parents are supported and encouraged to share, contribute and update information, to become fully involved in their child's continuous learning and assessment records
- analyse observations to clearly identify children's next steps in learning and highlight their achievements to enable an effective review with parents of the progress and development of their child
- organise daily routines and systems effectively to ensure that all children are suitably challenged according to their individual ages and abilities
- make sure all staff are familiar with the setting's safeguarding policy and procedure.

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

Recruitment and vetting procedures are sound, in order to ensure that staff are suitable to work with children. However, not all records are readily available. In particular, Criminal Records Bureau checks confirmation for some of the staff. This is a specific legal requirement.

Children are safeguarded because the staff have, generally, a sound understanding of child protection issues. The staff are confident in their ability to recognise possible signs and symptoms of potential abuse or neglect, and some have accessed relevant training. However, not all staff are fully confident in the referral procedures, if they had to take matters above the management team, to fully safeguard children. Risk assessments are in place to cover all areas of the nursery; indoors, outdoors and for outings. Most hazards are identified and actions taken, in order to reduce the risk to children.

The manager and staff are aware of the strengths and areas for improvement within the nursery and are working closely with the local early years advisor team, to make improvements for outcomes for children. This is the first inspection since registration. The manager holds team meetings, to support staff to gain further knowledge, to help children work towards making progress in their learning and development. However, at times, in the pre-school area, organisation of the daily routine dominates the session and results in some children missing opportunities, to be fully engaged and suitably challenged with the range of activities on offer. In the baby room, staff are appropriately deployed and work well, to meet the individual care needs of the children.

Children's understanding of diversity and difference is enhanced, as they celebrate festivals and special events from around the world. They access some resources that reflect positive images of people from different cultures. This ensures that

children learn to value aspects of their lives and the diverse society in which they live. The nursery is forming links with other professional agencies, to ensure that children with additional needs receive the support required, in order to meet their needs.

Suitable procedures in place, ensures that parents are informed about the nursery and their children's care. Staff ensure that parents provide detailed written information about their children's individual needs, including medical and dietary requirements, at point of registration. Staff engage in daily chats with the parents and give them daily log sheets, keeping them informed about their care routines. However, the nursery has not consistently developed ways to seek and share children's starting points, interests to contribute and update information, for parents to become fully involved in their child's continuous learning and assessment records. Verbal and written feedback given by parents, indicate that they find the manager and staff warm and friendly and they are happy with the care provided.

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

Children are cared for in a warm and welcoming environment. They are making satisfactory progress in their learning and development. Staff have a growing understanding, of the Early Years Foundation Stage and are beginning to put this into practice. Staff are beginning to consider children's interests and their starting point, along with the use of observations. However, the systems for planning, observation and assessment are relatively new and not yet fully established, in order to ensure that all staff are consistently supporting children, in making as much progress as they can, in their individual learning and development.

Children make good use of the indoor soft play centre and have daily opportunities to participate in active and fun play, to develop their physical skills. For example, they slide, climb, run, balance with increasing control, as they develop their space awareness. Children develop their communication, language, and literacy skills and learn about parts of their body, as they sing head, shoulders, knees, and toes. Children learn to problem solve, by fixing wooden train tracks together. Children develop their personal, social and emotional skills, as they learn to play alongside their peers, share, and take turns. For example, in the pre-school area, two children play cooperatively together, building a tower of wooden blocks, counting as they build and help steady the tower for each other, as it grows taller. In the baby room, individual care routines are carefully adhered to, as children are cuddled, comforted and made to feel secure, as they are bottle fed or when put down for their nap.

Children are provided, with snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily and freshly prepared meals. Children have access to fresh drinking water, which they can help themselves to, when they are thirsty. Children are developing understanding of personal hygiene and are encouraged to wash their hands,

before eating and after using the toilet. Arrangements to minimise cross-infection and ensure appropriate standards of hygiene are generally in place, as staff enforce the 'no shoe rule' in the baby room, which prevents the possibility of foreign objects being brought into their room base.

Children learn to keep safe, as staff give gentle reminders to children, as they play. Children also learn how to keep safe, in the event of a fire, as emergency evacuation of the premises is practiced. Children's emotional well being is nurtured. They are developing friendships with each other and are well behaved. Staff regularly praise and use positive language, which promotes their self-esteem and confidence.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children). 18/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability of persons to care for, or be in regular contact with, children). 18/05/2011