

Twisty Tails Nursery Limited

Inspection report for early years provision

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Inspector ISP Inspection

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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*.

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Description of the setting

Twisty Tails Nursery was registered in 2010, they are based in an extended house in a residential area of Colindale in the borough of Barnet. There are five group rooms available to the children and there is access to an enclosed garden for outdoor play. The setting has a ramp to the front of the premises to facilitate wheelchair users. The nursery is open each weekday from 8am to 6pm all year round, and closed on bank holidays.

They are registered on the Early Years Register and a maximum of 36 children within the early years age range may attend at any one time. There are currently 16 children on roll and the setting is in receipt of government funding for early education. The nursery currently supports children with English as an additional language.

There are three members of staff employed within the nursery, including the manager, and all hold appropriate qualifications. The nursery receives regular support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

In the main, the children are cared for in a safe and secure environment where their individual needs are identified and well planned for. Overall, children are making good progress in their learning and development. There are effective procedures in place to promote partnership working with parents, but the systems for working with others continue to develop as the need arises. The setting are aware of their strengths and weaknesses and are keen to make improvements in order to develop and enhance the service that is offered.

What steps need to be taken to improve provision further?

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

- enhance children's access to resources that promote their understanding of information and communication technology
- improve the risk assessment record so that it covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The setting is well organised and practitioners work well as a team to provide a happy and stimulating environment for the children. The children's safety and

welfare is well promoted as practitioners are clear of their roles and responsibilities. All new recruits are subject to an induction process which includes ensuring that they are fully aware of the settings' policies and procedures, particularly in relation to child protection and safeguarding. Practitioners conduct daily visual checks of the premises which ensure that the environment is safe both indoors and outdoors. In addition, practitioners maintain written risk assessment records, but these lack some detail. There are robust procedures in place to ensure that those adults working directly with the children are suitable to do so. For example, Criminal Record Bureau disclosures are carried out on new recruits. Practitioners are well deployed which ensures that children are well supervised and kept safe.

The children are valued and included as practitioners have a clear understanding of their individual needs and backgrounds. For example, they are aware of the children's home languages and some practitioners are able to communicate with the children as they are bilingual. In addition, the setting works with the parents to find out key words which enables them to communicate effectively with the children. The children are provided with a suitable range of good quality equipment, toys and resources which challenges and interests them. They are able to make choices in their play and can help themselves to resources and equipment. The setting continues to build on the resources they have that reflective diversity and have celebrated a selection of festivals and events such as, St. Patricks Day. Consequently children are supported in developing an understanding and respect for their own and others cultures.

The children benefit from the positive relationships that have been developed between their parents, carers and the setting. Parents are encouraged to share information about their child and forms are in place which hold information about the children's health, dietary requirements and languages spoken. Daily communication records are in place which both the parents and the setting use to maintain a two-way flow of information. In addition, the setting has a range of policies and procedures in place and information about the Early Years Foundation Stage which supports the parents understanding of the practices of the setting. Discussions with parents reveal that they are happy with the service that is offered and that the children are learning and are happy. The setting is in the very early stages of developing links with external agencies and other professionals. The manager is aware of the need to build these relationships as the need arises. For example, she has organised an introductory meeting with the local authority Special Educational Needs Coordinator to ensure that children are supported.

The setting is effectively led and managed and the systems for reflective practise are ongoing. The management team are able to identify their strengths and areas for further development which will improve outcomes for children. For example, they are keen to enhance the outdoor play area by continuing to extend the range of play opportunities available to the children. In addition, the setting is working with the Local Authority Early Years Advisers to identify and address areas for further development, such as their systems for planning. Parents' views are respected and valued as they can make suggestions about how they would like the setting to develop.

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

Children have many positive learning experiences as they have free-flow play throughout the setting. Secure systems are in place for planning, observing and assessing children's progress. Parents are involved in their child's continuous learning as monthly observation records are completed which identify the next steps in the children's learning. In addition, parents are encouraged to share ongoing information about their child's interests and activities away from the setting. This enables the children's learning and development to be complemented both at home and within the setting. There is an effective key person system in place which ensures that children are secure in the setting and enjoy trusting relationships with the kind and caring practitioners.

Children are challenged and encouraged to extend their learning and they actively explore and take delight in playing with the resources and activities available to them. For example, they are eager to use their creative and imaginative skills whilst playing with the play dough that they had made earlier. The children are well supported in their learning as the practitioners sit with them and engage in conversations with them. For example, discussions take place whilst the children are involved in their activities and adults pose open-ended questions to help the children to think for themselves. In addition, children are beginning to link language with physical movement such as, when they sing action songs and rhymes, and thorough practical experiences such as cooking as they mix and stir the ingredients. Children are also developing an awareness of other communication systems, such as signing as they are learning Makaton within the setting. The children are provided with a selection of mark-making materials such as, pencils, crayons and paints. The children also enjoy making marks in the flour whilst engaged in the making of the play dough.

The children are developing an interest in technology as they investigate how to push, pull, lift or press parts of toys. They also observe practitioners using digital cameras within the setting and take an interest in the images that can be seen on the screen. Some children show a keen interest in Information and Communication Technology (ICT) such as, investigating visitors' laptops. However, children's interest in this area is not always extended as resources and equipment involving ICT, such as computers are not freely available to the children. Children use their problem solving skills as they are beginning to match shapes and complete puzzles of varying difficulties. They are encouraged to count everyday objects such as, the number of cups required for the children at snack time and how many times they mix the ingredients in a cooking activity.

The children are cared for in a safe and secure environment and are learning the importance of how to keep safe. For example, children are reminded to use the slide safely and not to run indoors as they may hurt themselves. In addition, children's behaviour is managed in a calm and sensitive manner by practitioners who set clear, reasonable and consistent limits which helps children to play and work, feeling safe and secure. Children receive lots of positive praise when they

achieve something so that their self-esteem is promoted. They are learning to share and enjoy playing either by themselves, with or alongside their friends.

Children are provided with a suitable selection of physically challenging activities and resources which promote their health. For example, the children enthusiastically kick balls and when they score goals they are very proud of themselves. Mealtimes are used as an opportunity to support the children's understanding of keeping themselves healthy. For example, children are reminded to drink plenty of water so that they do not become dehydrated after being physically active. In addition, the setting ensures that they provide children with healthy meals and snacks which take account of their dietary requirements or any allergies they may have.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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