

# Twinkle Tots Of Endon

Inspection report for early years provision

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EY419562

**Inspection date**

05/07/2011

**Inspector**

Julie Preston

**Setting address**

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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**

Twinkle Tots of Endon opened in 2011 and operates from rooms within a converted house in Stoke-on-Trent, Staffordshire. The nursery serves the local area and beyond. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 37 children may attend the nursery at any one time. There are currently 17 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to twelve years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds.

The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

Children are cared for in a safe and secure environment where they are able to make satisfactory progress towards the early learning goals through a range of varied activities that challenge and stimulate their interest. This is an inclusive provision where each child is recognised as unique and staff ensure that their individual needs are met in most instances. There is a good working partnership with parents. Most of the required documents are in place, although initial assessments and group planning lacks detail. The setting has made a start in developing procedures to monitor and evaluate the practice, demonstrating a commitment to maintain continuous improvement.

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

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

- review planning systems to stretch and challenge children within group activities
- develop current systems used for assessment to ensure staff accurately identify children's starting points for learning to enable them to provide children with appropriate challenges and effectively plan for their next steps in learning
- take into account the differing needs of individual children, specifically older, more able children, to ensure they are given sufficient challenge at all times.

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

Staff have a clear understanding of safeguarding children and of their role and responsibilities in reporting concerns. The nursery has relevant procedures identified to ensure children are safe and their welfare is promoted, for example, appropriate recruitment and vetting procedures are in place. The nursery has systems to ensure that all members of staff are suitably qualified and that their continued suitability is monitored. Staff are proactive in attending training to increase their knowledge and skills. For example, they attend courses, such as safeguarding, first aid and basic food hygiene, which are appropriate to their roles. Daily visual checks are undertaken on all parts of the premises that the children come into contact with to ensure children remain safe. All of the required policies, procedures and documentation are kept on the premises, together with details of the regulatory information regarding children's individual needs.

The partnership with parents is developing well because they take part in parents' evenings and are encouraged to attend special events within the group, such as sports day. Parents are aware of the activities their children are provided with as they receive regular information from key workers and plans are displayed within each base room. Parents have open access to their children's 'Learning Journey', and daily diaries for younger children help communication between staff and parents to keep them appropriately informed of their child's care and development.

The nursery has suitable procedures for identifying any additional help required for the children to ensure that each child benefits from appropriate support and a positive experience. A settling-in procedure means that children feel reassured by the staff, who create an environment which is welcoming and accepting of everyone. The manager and staff of the nursery have systems in place to share information with local schools that children move on to once they leave the setting to ensure continuity in learning and children's smooth transition to school.

The management are keen to develop the nursery further through developing self-evaluation processes, staff training and support received from the local authority early years team to help keep them up-to-date and improve practice. They undertake questionnaires with parents and where parents have identified areas for improvement the staff have taken these on board and are addressing these areas. The staff team are also in the process of undertaking their self-evaluation, working together as a team to identify strengths and weaknesses in order to promote development of the provision.

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

All children are fully included within the nursery because they are able to access a range of activities and equipment. However, opportunities for older children's

learning are compromised at times when they remain with the younger children. Staff complete 'Learning Journeys' on each child's progress, including observations, photographs and next steps for learning. However, children are not initially assessed across all areas to clearly identify their individual starting points to enable staff to effectively monitor children's progress. Staff undertake six-weekly observations and have a sound understanding of the Early Years Foundation Stage Framework to help inform future planning and assess children's interests and next steps. Individual weekly plans are then created reflecting this and include evaluations and next steps. However, planning systems currently implemented do not reflect how they stretch and challenge children within group activities.

Children cooperate with each other, sharing resources as they play together within box play and in the sand tray. They choose a variety of creative resources to make shapes using paper and scissors and enjoy mark making using the chalks in the outdoor area. Children can self-select resources as they are stored at low-level. Their technology skills are developing as they are introduced to keyboards, computers and battery-operated toys. The nursery has resources and activities to enable the children to develop their understanding of other cultures and minority groups, for example, as they share books, create displays and through access to additional resources sought from the local toy library. Staff skilfully engage with the children by talking to them and encouraging independence. Children are learning to manage their clothing, wash and dry their hands and help to tidy the toys away. They are learning about the natural world as they discover different textures within the sensory area, when undertaking creative activities and when completing simple growing activities. Staff encourage the children to extend their understanding of number and problem solving by counting and reasoning during daily routines and by singing number rhymes with them. For example, children count how many cups are needed for children at drink time. Children use paint brushes, pens and scissors with increasing control and enjoy their sensory play with water, sand and play dough.

Space within the nursery is utilised appropriately so that children can choose their own activity, such as playing in the role play area, with instruments or in the ball pool. Children use the outdoor play area every day and generally play companionably. They learn to adopt a healthy lifestyle in many ways as they enjoy physical exercise using wheeled toys and climbing equipment, and playing in their den. They are taught to adopt a good standard of hygiene as they are helped to understand how and why they wash their hands before food, and sing a rhyme to help them understand that they wash their hands to get rid of the germs. Snack and mealtimes are sociable occasions with staff sitting with the children and chatting together. Children are taken on outings in the local community to enhance their sense of the world. For example, children visit the local school to see the Maypole dancing and enjoy seeing the crossing patrol person who helps them to cross the road. Staff manage behaviour in a calm, consistent manner and are positive role models, encouraging children to share and take turns. Children treat one another and staff with affection and respect. The confidence they gain through their time in the nursery ensures they are developing into active learners who are well prepared for the future.

## 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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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:

Met

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

Met