

# Tiny Twinkles

Inspection report for early years provision

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<b>Unique reference number</b>	EY295244
<b>Inspection date</b>	24/02/2009
<b>Inspector</b>	Gillian Charlesworth

<b>Setting address</b>	White Cross Hall, 1-3 Winchester Avenue, Kingsbury, London, NW9 9TA
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## Description of the setting

Tiny Twinkles Day Nursery is privately owned and managed on a day-to-day basis by the owner. It was registered in January 2005 and operates from one large play room in a scout hut in Kingsbury in the London Borough of Brent. Access to the premises is on one level and space for undisturbed sleep is screened off within the main play room. There are appropriate toilet facilities. Outdoor play arrangements comprise regular walks in the local community.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 08:00 to 17:00 for 48 weeks of the year. A maximum of 26 children from age two years may attend in the early years age range. There are currently 37 children on roll, who are within the early years age range. They have varying attendance patterns and come from the local and wider community. The nursery currently supports the majority of children with English as an additional language and none with learning difficulties and/or disabilities.

The nursery employs six staff. Of these, five including the manager, hold appropriate early years qualifications at NVQ level two or above. One member of staff is working towards a level two qualification. The setting receives support from the London Borough of Brent School Improvement Service.

## Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Many systems to safeguard children's welfare and to meet children's individual needs are not sufficiently robust which limits the otherwise established relationships with parents and the opportunities for children to consistently enjoy challenging and meaningful experiences. Some evaluation is made to identify improvements that will benefit children, although gaps in knowledge and lack of effective self-evaluation hampers the quality and consistency for children. Nevertheless, familiar practitioners working with the children know them well, promote many aspects of their welfare, and have systems in place to ensure their safety and security indoors. Children behave well and are mostly happy and occupied although are sometimes overly compliant or not effectively supported or challenged which hampers their ability to make progress and maximise their potential in learning and development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement an effective safeguarding children policy 07/03/2009

and procedure which includes the procedure to be followed in the event of an allegation being made against a member of staff. Ensure that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register)

- ensure that all records policies and procedures required for the safe and efficient management of the setting are maintained and meet the needs of the children (Documentation) 07/03/2009
- take necessary steps to ensure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present. There must be at least one person on outings who has a paediatric first aid certificate (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register) 25/02/2009
- implement a record of the risk assessment for each type of outing, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 07/03/2009
- request written permission from parents at the time of the child's admission to the provision, for seeking emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 07/03/2009
- take necessary steps to keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable People) 07/03/2009
- improve recruitment procedures to ensure that practitioners and other people aged 16 or over likely to have regular contact with children are suitable to do so (for example, make decisions of suitability using evidence from statutory guidance as a starting point) (Suitable People) 31/03/2009
- take necessary steps to meet the requirements for adult:child ratios at all times, as set out in Appendix two of the Statutory Framework for the Early Years Foundation Stage (Suitable People) 25/02/2009
- ensure that sensitive observational assessment is undertaken in order to plan to meet young children's individual needs, with particular regard to identifying each child's achievements, interests and learning styles and using these to identify learning priorities for planning (Organisation) 30/04/2009
- ensure that there are effective systems to meet the individual needs of all children (Organisation) 31/03/2009

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation).

31/03/2009

To improve the early years provision the registered person should:

- ensure that written parental permission is obtained for children to take part in outings and take essential records and equipment
- have written copies of any required policies and procedures available and ensure that all members of staff have been given copies of these policies and procedures as part of their induction, and that they are explained to, and accessible to parents.

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

Many essential documents such as parental permissions are not in place and there is very little written information readily available. This limits continuity of children's care and parents' understanding of policies and procedures and opportunities to contribute to children's learning and development records. Consequently, partnerships are not sufficiently secure. However, the setting promotes informal, relaxed relationships with parents and offers individual settling-in arrangements and daily discussions that help practitioners to get to know the children. Some procedures are shared with parents such as establishing dietary needs, allergies, home language and arrangements for illnesses.

Some record keeping systems are suitably managed to ensure the safe management of aspects of children's welfare. For example, indoor risk assessments and records of information about the children are in place. However, the disorganised arrangements for policies and procedures reported to be under review, limit their effectiveness as working documents. Consequently, not all permanent staff are sufficiently knowledgeable about safeguarding procedures and although some have attended training, certificates are not available and procedures are not clearly defined to record concerns. Vetting is in place for most adults although CRB disclosures cannot be produced for all. While there are basic recruitment procedures in place, these are limited and have not considered all realistic areas for making decisions of suitability. Reasonable and practical steps are taken indoors to ensure children are cared for in a safe and secure environment, including risk assessments. Staff generally follow suitable fire procedures although daily outings are not formally assessed and while suitable ratios are observed on outings, essential records and equipment are not always taken which limits the safe management of children.

The setting shows some commitment towards improvement. They are aware of the importance of free-flow indoor and outdoor play and have taken steps to secure a grant in order to refurbish the outdoor area that is currently unsafe. They have sought self-evaluation forms but have not yet begun to use these or develop procedures to systematically monitor the provision. Consequently, the setting does

not have a clear understanding of the areas to target that most need improvement. For example, there is not always a person with a current paediatric first aid certificate on the premises; contingency plans are not robust to consistently meet staffing ratios therefore at times, children are unsupported or are overly directed, lack challenge and consequently are overly compliant. Insufficient attention is given to identifying children's starting points. There are weaknesses in planning that is targeted towards the whole group rather than individuals and assessment systems are rarely used so are not effective in identifying next steps towards the early learning goals and challenging children. As a result a minority of children become bored and boisterous. Some recommendations from the last inspection have been tackled successfully, for example, improving the organisation of toys and activities and carrying out a daily risk assessment of the premises.

## **The quality and standards of the early years provision**

There is a balance between adult-led and child-led activities although daily routines do not always support children's individual learning needs which hampers some children's progress towards the early learning goals. A short physical session has been introduced indoors which enables children to develop strength and coordination and a sense of space by riding bikes or hopping and jumping on shapes positioned on the floor. Some children have opportunities to go on short daily walks in the fresh air in small groups but physical challenge and integrated learning on a large and more active scale for older children is limited. Coupled with some children's lack of engagement in indoor activities, this sometimes leads to boisterous and challenging behaviour.

Children enjoy healthy snacks socially. They are developing self-care skills and are consistently encouraged to wash their hands before meals and use spoons to serve fresh fruit. However, the arrangements for snacks do not empower children to think for themselves and access snacks individually and children sit unoccupied at tables as a group for long periods. Small group story and singing activities are appropriate and enjoyable although some whole group activities are too long and inappropriately pitched for the children. Staff prefer to teach by rote rather than in practical ways that are meaningful and appropriate for each child's capabilities and needs. For example, during registration the oldest, more able children enjoy formal instruction and eagerly find their name card and name individual familiar letters. However, this is far beyond younger two-year-olds capabilities who sometimes struggle to sit still for over half an hour and when selected, are expected to read and recite the letters of their name with prompting. After this session, children are selected and directed by staff to play in specific designated areas, which limits their choices. A minority of children who are directed to particular table-top activities sit unsupported, unnoticed and unoccupied for some time but willingly comply. Some show disappointment when nobody is there to share their delight when they have finished looking at a book so they resign themselves to reading it again and again. A diverse staff group who speak several languages support many children with English as an additional language. However, support strategies are limited for a small minority of children which limits their self-confidence and ability to communicate effectively within the group.

Adult interactions with the children are mostly positive and respectful and the leader is a good role model in practical aspects of the setting. Staff know children well, respect their preferences, facilitate free play and engage in conversations with the children. As a result, children enjoy coming to nursery and are forming secure relationships with the staff and one another. Sometimes the limited staff ratios hamper the level of interaction and support. However, staff provide adequate supervision, and routine interactions keep children safe by helping them to understand the effect of their behaviour on others. There is an emphasis on 'no, don't do that' which hinders children's creative and critical thinking. Some staff are skilled at distracting older children who become boisterous and engage them purposefully in helping with routine chores such as setting up beds which offer greater physical and mental challenges and minimises their frustrations for a short time.

Adults have a basic knowledge of the learning and development requirements but are not yet able to consistently implement individualised learning or the assessment systems. Not enough is done to secure the involvement of parents in their children's learning. Consequently, children's progress is not monitored and there are no clear strategies to set appropriate challenges and help children take the next steps in their learning.

Children mostly enjoy their time at the setting and the environment has been thoughtfully set up in designated areas which generally supports their independence. For example, children happily explore resources in the role play area. There is lots of activity between boys and girls who make beds, wrap themselves and others in blankets and use utensils to make imaginary food. They have opportunities to develop their writing skills, explore in wet and dry sand and build towers, comparing the size of the tower to the size of their limbs. There are missed opportunities to use the well-resourced craft trolley because children are not always actively encouraged to think creatively consequently, they make collages using the limited materials supplied by adults.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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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:

- ensure that the following information is available to parents: copies of the written statements of safeguarding procedures; complaints procedures; information about the registration system for the voluntary part of the Childcare Register and Ofsted's address (Providing information to parents) 07/03/2009
- take action as specified in the early years section of the report (Arrangements for Safeguarding Children and Welfare of children being cared for). 25/02/2009

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 (Arrangements for Safeguarding Children and Welfare of children being cared for) 07/03/2009
- ensure that the following information is available to parents: copies of the written statements of safeguarding procedures; complaints procedures; information about the registration system for the voluntary part of the Childcare Register and Ofsted's address (Providing information to parents). 07/03/2009