

Tiny Twinkles

Inspection report for early years provision

Unique reference number

EY295244

Inspection date

09/09/2009

Inspector

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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

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. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. It is open each weekday from 8:00am to 5:00pm 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, all of whom are within the early years age range. Children attend either on a full time or part time basis. The nursery currently supports children who speak English as an additional language.

The nursery employs eight members of staff. Of these, six including the manager, hold appropriate early years qualifications at NVQ level two or above. One member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this provision as they are busy and they happily play and explore a range of activities. Children are making satisfactory progress in their learning and development. The staff team ensure that children's welfare is provided for and their linguistic skills are well supported. Although arrangements are in place to observe and assess children in their learning and development they are not always effective and do not involve parents. Plans are developing that focus on particular areas that management has identified for improvement of the provision, and staff are committed to making continuous improvements to the provision to benefit the children and their families.

What steps need to be taken to improve provision further?

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

- maintain a record of when and by whom risk assessments have been conducted (Suitable premises, environment and equipment) 08/10/2009

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

- improve the arrangements for observations and assessments so they can be used to assist in planning a challenging learning experience to meet children's individual needs
- plan the use of the outdoor play space to extend children's learning

- develop partnership especially by involving parents in their child's learning.

The effectiveness of leadership and management of the early years provision

Staff are well deployed, which ensures children's safety is monitored. Children are safeguarded because rigorous staff recruitment procedures include relevant checks, such as criminal record checks, references and medical questionnaires. Staff are secure in their knowledge of safeguarding issues and implement these effectively to ensure children's well-being is given priority. Staff carry out daily visual safety checks on the premises and written risk assessments are in place to ensure children are not exposed to hazards. However, the setting does not maintain a record of when and by whom risk assessments are conducted.

Children talk about healthy foods as they eat their packed lunches provided by parents and help themselves to water when they are thirsty. The snack bar provided allows children to choose when to have a snack which included fresh and dried fruits. Children are increasing their physical skills as they ride bikes and move around with confidence.

Parents and carers are supportive and say that their children are happy to attend the nursery. The key person system works effectively and ensures that all relevant information about a child is verbally shared between the setting and the parents. However, the current system used to plan for and the assessment of children does not routinely include children's starting points or involve parents. As a result parents are not fully aware of the curriculum and do not regularly see assessments made of their children's development. Partnerships with others to benefit the children is developing. The staff work with the early years advisor to continually improve the provision for children's care and learning. Links are also being made with the local schools where children move on to.

The manager has effectively self-assessed the provision. Over the past year she has implemented all the actions set the last inspection and she has identified the areas in need for further development. The manager is committed to ensuring that the staff within the setting attend further training and workshops to build upon their skills and knowledge. In addition staff, parents and children are beginning to be included in the evaluation of the setting. Improvements to the building have a positive impact on the children as they now have access to an enclosed outdoor play area as well as new toilet and hand drying facilities. All of the provision's policies and procedures are up-to-date and underpin the practice carried out by staff.

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

Children are making satisfactory progress in their learning and development and have access to a selection of resources and activities. They are supported in their learning as the staff sit with children and engage in conversations with them, they

support children's language and extend their thinking and creativity. However not enough attention is given to identifying children's starting points, tracking progress and involving parents in their child's learning. Observational assessments and records are not always used sufficiently to inform planning and support progress for individual learning needs. The environment is suitably organised with defined areas for play and to allow children to choose which activities they will take part in.

Children enjoy creative activities they stick with a variety of materials including straw, wool and recycled papers. They paint recognisable pictures and many can write their name on their art work. They concentrate at construction activities creating complex models recognising many different shapes and colours. When making play dough they talk about the ingredients and what the mixture looks like at the different stages, they say that it looks like jam and jelly. Children develop skills for the future as they find out how things work using tools and cause and effect toys. All children use their imagination as they play in the home corner caring for the babies. They create music when using a selection of musical instruments including home made shakers. During this time some of the older listen to the sound of the shaker and try to decide what is inside the shaker making the sound.

An inclusive and welcoming service is provided by the setting, adults support children and provide an enabling learning environment. Behaviour is excellent and all children are aware of what is expected of them. They are learning how to form positive relationships with other children, through the support that practitioners offer. Older children in particular deal with the conflict independently. Children are praised for their efforts and achievements, which supports their self-esteem. Staff have a good understanding of the needs of children who are learning English as an additional language, bilingual staff and dual language materials means that children have opportunities to extend their vocabulary and participate fully.

Children learn about how to keep safe as discussions take place with the children during the course of the day. For example, adults talk to the children about why sand shouldn't be thrown at other children. In addition, children have opportunities to learn about their own personal hygiene as adults talk to them about germs and the need to wash their hands at key points in the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	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

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children develop skills for the future	2

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