

Twinkletotz Day Nursery Ltd

Inspection report for early years provision

Unique reference number	EY424036
Inspection date	09/08/2011
Inspector	Jennifer Devine

Setting address	22 Green Drive, SOUTHALL, Middlesex, UB1 3AZ
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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

Twinkletotz Day Nursery Ltd is one of four provisions run by Twinkletotz Day Nursery Limited. It opened in 2008 and operates from Southall Park Children's Centre, in the London Borough of Ealing. Children have access to a secure outdoor area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children aged under eight years may be cared for at any one time, of whom 28 may be in the early years age range. There are currently 45 children on roll in the early years age group, and some are in receipt of funding for free nursery education. The setting is open from 8am to 6pm for 51 weeks of the year. The nursery employs six staff, of whom four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled in the nursery and are making steady progress in their early learning. Staff have a satisfactory knowledge of the Early Years Foundation Stage, and plan a range of activities that support children's development overall. However, there are some weaknesses in the observation and planning methods to fully support individual children's needs. Most documentation is in place, however, there are weaknesses in staff's understanding of keeping an accurate record of children's attendance and being fully aware of reporting significant events to Ofsted. Self-evaluation processes have been completed demonstrating a sound capacity to improve. However, these do not fully identify some of the weaknesses of the setting.

What steps need to be taken to improve provision further?

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

- ensure a daily record of children's hours of attendance are accurately recorded (Documentation) (this also applies to the compulsory and voluntary parts of the Childcare register) 31/08/2011

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

- improve the quality of adult interactions with children to enable them to fully support communication and language development, and to help children learn about the effect that exercise has on their bodies

- develop the planning and observation methods to ensure the next steps for learning are clearly identified and inform the planning for individual children's interests and learning needs
- improve the experiences for children which support them to develop a positive sense of themselves and others, and teach them to respect each other and develop friendships.

The effectiveness of leadership and management of the early years provision

Appropriate recruitment procedures are in place, which ensures all adults working with the children are suitably checked. Some new staff are waiting for their Criminal Records Bureau disclosures to be returned. Meanwhile, there are secure procedures in place to ensure unchecked adults do not have unsupervised contact with children. The nursery has clear procedures in place for safeguarding children. All staff have attended safeguarding training and are aware of the procedures to follow if they are concerned about a child. Staff are deployed appropriately to ensure children's safety at all times. Risk assessments are conducted and reviewed on a regular basis, and daily safety check lists ensure the children play safely in the setting and garden. The nursery has a security intercom system in place to prevent unwanted visitors entering the premises.

Most required documents, policies and procedures are maintained to support the safe and efficient management of the setting. However, the record of children's attendance is inconsistently maintained and at times children are not always signed in immediately. This compromises their overall safety. The provider also failed to notify Ofsted of a significant event whereby a child was taken to hospital directly from the provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

The nursery has completed the process of self-evaluation of their practice, however it is not fully effective in identifying some weaknesses. For example, the group want to improve on their observation methods, but they have not recognised that planning for individual children's needs is broadly ineffective. The manager does, however, have plans in place to develop the monitoring processes and this shows some commitment to continuous improvement. The setting is well equipped with a good range of safe and suitable furniture and equipment. However, staff do not always use the resources effectively and encourage children's interests with activities. For example, children showed no interest in a 'gloop' activity set up due to the staff not inspiring children to want to investigate and explore this experience. Staff have a satisfactory awareness about promoting an inclusive environment for children. Those who are learning English as an additional language are adequately supported as a number of staff speak other languages. They are able to provide key words particularly during the settling-in process to gain children's trust. The nursery celebrates a variety of festivals over the year and has a generally good range of books and resources to help children understand about diversity in their society.

Parents and carers are welcomed into the setting and are encouraged to share

information on their child to enable good working relationships to develop. Staff keep parents verbally informed about their child's day and for some parents, by the use of daily diaries. Parent's meetings are held regularly to discuss the children's progress in more depth and the developmental files are available for parents to view. However, some parents are not sure about how to access their child's files and therefore do not always receive enough regular information. The nursery seeks parent's suggestions, and the manager has made some changes to the tea menu following parents' comments. The manager has held a workshop for parents on nutrition, but group have not as yet considered how to ensure parents are provided with information about the curriculum so they can support their child's learning at home. The setting communicates with other providers and uses the expertise of other professionals in the children's centre to offer support to families by liaising with the Speech Therapist or Health Visitors.

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

Overall children are happy and settled at the nursery and are making steady progress in their learning and development. Staff have a sound understanding of the Early Years Foundation Stage and plan activities to cover the six areas of the curriculum. Staff observe and record children's development on a regular basis. However, they do not fully use the observations to assess the next steps of learning for each child and to ensure planning is personalised and tailored to meet the individual learning needs of children. Children are supported and supervised sufficiently by the staff who work closely with groups of children or individually. However, there are times during the day when some children do not receive sufficient support to promote their communication and language skills and receive little interaction from staff as they play. The staff set up the room to incorporate the six areas of learning and children are encouraged to develop their independence and move freely from one activity to another. The young babies have a designated enclosed area and depending on their capabilities will often join the older children in the main room. They particularly enjoy exploring and investigating this environment. However staff do not always ensure age appropriate toys are readily accessible for them in this room to encourage their learning.

Most children play generally well together and are learning about sharing. Some have formed strong friendships. However, at times, staff are unaware of difficulties with some children and do not support them sufficiently to develop their confidence in playing together. They do not always notice some children occasionally hurting others. This impacts on children's relationships and their ability to respect each other. Children have good opportunities to experience the outdoors and make good use of the outdoor play area. Children have a wonderful time playing on the wide range of equipment. They enjoy pedalling tricycles, climbing and sliding down the slide. They have great fun exploring the potatoes and beans set up in the sand trays outside and enjoy squeezing it through their fingers as they experience the different textures. Children enjoy taking part in circle times and most children actively join in with singing their favourite songs or listening to

their favourite stories. They develop skills for the future as they can access the computer and have generally good resources available to encourage their early writing skills.

Children are developing healthy lifestyles as they adopt appropriate hygiene routines such as washing their hands before mealtimes and after using the toilet. They can help themselves to nutritious snacks and drinks throughout the day when they are hungry or thirsty. Children are provided with a healthy nutritious home cooked lunch and they learn to develop their independence as they serve their own food. Children have good access to physical outdoor play. However, staff do not support children in learning about the effects of exercise on their bodies after they have been running around outside to promote their understanding of healthy lifestyles. Children learn about keeping safe as they take part in regular fire drills, which helps them understand about safely evacuating the building. They are reminded about the safety rules when indoors such as not running around. The nursery have had visits from local police officers to support children's understanding around safety. However, their overall safety is compromised due to the staff not being vigilant in keeping accurate attendance records.

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	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

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

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	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 (Records to be kept) 31/08/2011

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 (Records to be kept) 31/08/2011