

Twinkle Toes Nursery

Inspection report for early years provision

Unique reference number 321105
Inspection date 16/07/2009
Inspector Thecla Grant

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Type of setting Childcare - Non-Domestic

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

Twinkle Toes Nursery is a privately owned nursery. It opened in 1997 and operates from two rooms in a community building in the Colton area of Leeds. Children have access to an enclosed outdoor play area. The nursery is currently open from 08.00 to 13.00 on Tuesday, Thursday and Friday mornings each week, all year round, with exception of bank holidays. The nursery also runs a 'Stay and Play' session for younger children and their parents on a Thursday and a play scheme during the summer holidays.

The nursery is registered on the Early years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend the nursery at any one time. There are currently nine children on roll all in the early year's age range.

There are five members of staff, two of whom hold appropriate early years qualifications. One member of staff is working toward an appropriate qualification. The nursery is currently receiving funding for early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children enjoy a welcoming environment and are well supported by the staff to make steady progress in their learning and development, however, children's interests are not effectively planned for or extended. The setting generally works in partnership with parents and documentation in place is mostly up to date. Satisfactory systems are in place to promote children's welfare, but the hand over procedure at the end of the day is not effectively implemented. The setting shows a good capacity to maintain continuous improvement and plans for the future are effectively in place.

What steps need to be taken to improve provision further?

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

- plan appropriate play and learning experiences based on the children's interests and needs
- make sure parents are involved as part of the on going observation and assessment process
- make sure clear arrival and departure procedures are in place for children and implemented by all staff and make sure effective systems are in place where children are collected by another adult.

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

- make sure the policy in place to safeguard children includes the procedure to be followed in the event of

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an allegation being made against a member of staff (Safeguarding and welfare).

The leadership and management of the early years provision

The learning environment is set out so all children can independently access all areas of learning. The setting has ordered new outdoor resources and plans are in place to improve the garden area; thus bringing about future improvement to the setting and outcomes for children. The provision have devised risk assessments to monitor the setting and tackle identified weaknesses; this includes risk assessing the children's outdoor area before children play, however, risk assessments are not effectively implemented, as identified risks such as hazardous plants are not made inaccessible to the children.

Parents are aware of what their children are learning through news letters, and are encouraged to participate in their children's learning by bringing resources to support the theme. However, parents are not encouraged to share what they know about their child especially when they first attend, as a result, there are no starting points for the children. The setting effectively promotes inclusive practice by working closely with parents and other professionals to meet the children's needs. Further to this the setting implements the routine of other providers of the early year's foundation stage, for example, each child self registers. The staff are well deployed and strive to improve their personal development by attending short courses on specific subjects, such as paediatric first aid.

The setting has clear systems in place to promote security, however, this is not consistently implemented by all staff. Records, policies and procedures are in place but are not well maintained. As a result, there are no written procedures for what to do if an allegation is made against a member of staff. Steps taken to promote children's good health and well-being are implemented well. For example, a variety of nutritious snacks are offered to children and there is a clear routine in place for toilet and wash time, therefore, children consistently wash their hands before eating.

The quality and standards of the early years provision

Children confidently explore and investigate their environment. They enjoy creating music using the musical instruments and sing their favourite nursery rhymes. Children show interest in number problems. For example, they calculate how many teddy bears they need to make five saying one number name for each item. Children enjoy playing in all areas of the setting, they play in the water play, home corner and sand area; they respond to the feel of the sand on their feet saying it is cold and feels tickly. As a result, the learning environment helps children to make steady progress toward their learning and development.

Children's language for communication is developed through stories and singing. Young children enjoy their favourite book and sit contentedly turning the pages as

they look at the illustration. Children discuss the adventures of the nursery bear, when he spent his holiday with them at their home. Children develop their large motor skills as they play on the slides, run in the garden and ride the sit and ride toys. Children enjoy make believe play, they pretend to wait for the train as they do they discuss the need for a train ticket so they can board the train. As a result, children's understanding of the wider world is demonstrated through their play and communications.

There is a good range of adult led and child led activities during the day. For example, the children enjoy the planned arts and craft activity; they are given a good range of material to choose from and showing pride in their finished creation. Children show keen interest in colour and discuss the different colours they have used for their art work to be black, green, yellow and white. Children's profiles are in place and linked to the areas of learning, as well as this the next steps for the children's learning are identified. However, staff do not plan appropriate play and learning experiences based on the children's interests and needs. Further to this parents are not actively involved in the on going observation and assessment of their children, such as adding to their children's profiles.

Children have a very good understand hygiene practices and have adopted healthy habits, such as the need to apply sun screen lotion before going outdoors. Further to this children develop a good understanding of dangers and how to stay safe. They know the emergency procedures of the setting and discuss the importance of using a helmet whilst riding a motor bike. Children are well looked after if they have an accident or became ill whilst at the setting, because the deputy is trained in delivering first aid. Staff have a very good understanding of issues relating to child protection and the procedures to follow. As a result, children are effectively safeguarded.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- make sure parents are provided with copies of the written statements of safeguarding procedures and complaints procedures (CR9).

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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:

- make sure parents are provided with copies of the written statements of safeguarding procedures and complaints procedures (CR9).

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