

Twizzle Tops Day Nursery

Inspection report for early years provision

Unique reference number EY434684
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Inspector Sarah Williams

Setting address Burnt Mills, Repton Close, Basildon, Essex, SS13 1LJ

Telephone number 077660200803
Email faye.orourke@partyman.co.uk
Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Twizzle Tops Day Nursery is one of three settings run by Partyman Company Ltd. It opened in 2011 and operates from a self-contained area within the Partyman World children's indoor play centre in Basildon, Essex. Access to the playrooms on the ground floor is adjacent to the centre's cafeteria and children access the playrooms on the first floor via a flight of stairs. A maximum of 58 children under eight years may attend the setting at any one time, of whom, 12 may be under two years old. The nursery is open five days a week all year round. Operating times are from 7am until 7pm. There are currently 32 children on roll within the early years age range. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs six staff, of whom five, including the manager, hold appropriate early years or teaching qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in the setting and the dedicated and committed staff provide support for children's welfare and development. A bright and welcoming play environment is provided, offering many stimulating play opportunities, including access to a wide range of resources and materials. Children enjoy a planned learning programme, which successfully supports their individual progress and achievement. The setting has worked hard to establish outstanding partnerships with parents to ensure children's continued support. The setting has established the use of self-evaluation and there is a strong commitment to developing the provision, for example, by improving the outside play provision.

What steps need to be taken to improve provision further?

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

- develop the outdoor area to offer children the full range of learning opportunities all year round.

The effectiveness of leadership and management of the early years provision

The organisation of safeguarding within the setting is effective. All staff have a clear knowledge of the setting's safeguarding policy and the designated safeguarding officer responds to concerns appropriately to ensure children's safety and well-being. Staff are vigilant and carry out routine risk assessments for all activities and areas of the premises. As a result, children's safety is prioritised as staff respond promptly to identified hazards to keep the premises safe and secure.

A robust recruitment and selection procedure ensures that staff are suitable to work with children. The setting benefits from strong, effective leadership and management with a staff team who show a commitment to providing good quality childcare. There is an emphasis on embedding good practice, in order to maintain high standards. Staff demonstrate individual commitment and determination to ensure that children have an enjoyable and fulfilling experience at the setting, working well as a team to provide a harmonious, happy environment.

The setting has several strengths, including well-resourced and stimulating play environments for children of different ages. Babies and toddlers are cared for on the ground floor while pre-school children have a base room upstairs. Children are encouraged to explore the environment and equipment and are given opportunities to create and invent their own games and activities. The staff show consistency and confidence in their promotion of equality and diversity, ensuring that all children are included and introducing ideas of world culture through celebration of festivals and world events. Children with English as an additional language are supported and helped to express themselves in their home language and English. Children also benefit from signing and visual prompts.

The management encourages staff to value reflective practice and evaluate daily. This is to inform their future practice and ensure that they incorporate children's interests and ideas. A commitment to improvement is evident as the setting is in its infancy and practice is still evolving. The setting engages effectively with the local community and children have had visits from all major emergency services in enjoyable and memorable ways. The setting understands the importance of recognising all carers, who have contact with the children. They make contact with other providers to ensure continuity of care for children. The setting's partnership with parents is an outstanding feature. Parents appreciate the concern shown by staff particularly where children have difficult personal circumstances, special educational needs and/or disabilities. The approachability of staff and flexibility to allow them to meet their own work expectations are seen as invaluable. Outside professional advice and guidance is sought where this will help children. Parents are encouraged to speak to their child's key person to review progress and learn about the play programme at any time. Staff support for parents' and families' needs is a strength. Regular questionnaires seek parents' and children's views and where possible their ideas are incorporated and acted upon.

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

The promotion of children's enjoyment and achievement is effective in helping them make good progress towards the early learning goals. All elements of the Early Years Foundation Stage Framework are explored due to thorough planning, which uses the guidance for reference. Staff offer a stimulating programme of activities that is largely informed by observation of children's interests and ideas, resulting in well-presented play initiatives. These also take into consideration children's home and family experiences. The inclusion of all six areas of learning within the play programme is evident and staff are consistent with their teaching and support for children's individual development. A well-established key person

system ensures that individual children's learning is thoroughly monitored and promoted. A system is in place to observe and assess children's achievement and plan for the next steps in learning. Monitoring and input from experienced staff ensures consistency. Detailed written records and photographs contribute to the development profiles, as well as examples of work.

The setting successfully promotes children's healthy growth and development. Staff support children's awareness of cleanliness and children's hygiene and personal care is well organised within the setting. The nursery also carefully promotes children's awareness of healthy foods, with colourful posters displayed near the snack table. Children confidently talk about which foods are good for them and which are occasional treats. Children are involved in preparing their own snacks and other food as part of routines and topic work. They enjoy sampling foods from other cultures, which are provided by parents. Children engage in frequent physical activity and have many opportunities to develop confidence and skills as they explore the exciting equipment in the adjacent indoor play area. They have use of this in the mornings before other members of the public are admitted and gain confidence through supervised play on the slides, climbing apparatus and ball ponds.

Children demonstrate a sense of belonging and confidently move around the setting to make their own choices as active learners. For example, when presented with new costumes for a vet and doctor, they request bandages and create a complex sustained game. The setting's promotion of children's future learning is good. A large interactive screen allows them to use computer programs and their work can be directly emailed to their home. Children benefit from the staff's use of questions and guidance to extend their learning. For example, at the snack table they compare fruits and discuss the tastes and feel of different items. At circle times, children are encouraged to listen and to communicate their ideas and wishes effectively. Children develop ideas, which help towards their understanding of shapes, sizes and numbers with free use of puzzles and mathematical equipment. Water play encourages them to explore weight and volume, sinking and floating as they fill and empty containers of different sizes and experiment with toys and stones.

Children's creative development and imaginative skills are effectively promoted, for example, they have free access to collage and mark-making materials and are helped to learn how to use scissors. Children are given scope to be expressive. Costumes and props for role play in the home corner promote imaginative development. Children enjoy using a railway set on the floor and have vehicles, figures and a large castle to aid them in creating fantasy worlds. They are able to organise their own games as they play together cooperatively, boosting self-esteem and confidence. The outdoor area is under development and has been used for growing and digging, picnics in fine weather and bug hunting, all of which complement and enhance the educational program. Staff's evident enthusiasm for outdoor activities is recorded in the displayed photographs, which allow children to recall what they have done. As a result of the setting's self-evaluation, an action plan outlines the provision of hard surfaces, such as decking and a covered area, to allow all-year-round free-flow play. This is an area for further development.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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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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