

# Twinkles Day Nurseries & Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY336759
<b>Inspection date</b>	10/05/2012
<b>Inspector</b>	Alexandra Baxter

<b>Setting address</b>	St. Marys C of E Primary School, Clifford Road, Boston Spa, Wetherby, West Yorkshire, LS23 6DB
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<b>Type of setting</b>	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

Twinkles Day Nurseries and Out of School Club is privately owned and managed. It was registered in 2006 and operates from four rooms in a self-contained building within the grounds of St Mary's Church of England Primary School in Boston Spa, Wetherby. Children have access to a secure enclosed outdoor play area. A maximum of 85 children aged from 12 weeks to under eight years may attend the setting at any one time; of these, not more than 27 may be under two years. The setting is open Monday to Friday from 8am to 6pm for 52 weeks of the year. The setting also offers an out of school provision for children aged four years to 11 years. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 183 children on roll. Of these 176 are within the early years age group and of these 35 are in receipt of funding for early education. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 21 members of staff, including the manager, who work directly with the children. Of these, two hold Qualified Teacher Status, one of whom holds Early Years Professional Status, one holds a qualification at level 5, one holds a qualification at level 4, 13 hold a qualification at level 3 and one holds a qualification at level 2, all in early years. In addition two members of staff are currently working towards a qualification at level 3 in early years. The setting receives support from the local authority and is a member of the National Day Nurseries Association. The setting has been accredited with a quality assurance award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered an extensive range of activities and experiences that overall incorporate their individual needs and interests well. Resources are of extremely high quality and are very well maintained. Thorough assessment and planning systems reflect the very good progress children make in their learning and development. The setting successfully promotes inclusive practice through excellent partnerships with parents, carers and other early years professionals. Overall, staff possess competent knowledge in promoting equality and diversity. Managers and staff are extremely ambitious and work conscientiously to improve outcomes for children, as a result the setting demonstrates a good capacity for continuous improvement.

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

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

- review procedures to ensure practitioners knowledge about different cultural groups and children who speak English as an additional language is up-to-date to ensure even better support for every child.

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

Leaders and managers ensure a comprehensive safeguarding policy is in place. Staff have received the necessary training in procedures to safeguard children effectively. Detailed risk assessments are in place and are reviewed regularly minimising any potential hazards to children. Thorough recruitment and induction procedures are adhered to so that staff are effectively vetted. Robust procedures are in place for the recording of accidents and incidents.

Children independently access an extensive range of furniture, equipment and resources, both indoors and outside that are of an extremely high quality. They clearly benefit and thrive as a result of the setting they are in. An effective key person system is in place to ensure that individual children are observed and their next steps in learning are planned for. Partnerships with parents and carers are extremely strong and children therefore receive an excellent and highly consistent approach to their learning and development. Collaborative partnerships are also established through outstanding links with the onsite school and through extracurricular activities available to the children. Equality and diversity is promoted well throughout the setting. However, procedures to ensure all staff have an up-to-date knowledge about different cultural groups and supporting children who speak English as an additional language is less well developed.

The manager and staff have an ambitious vision for the future and work tirelessly to develop their practice and improve the learning environment for children. As a result, they have significantly improved systems since the last inspection and consequently outcomes for children are at least good and some are outstanding. Staff have completed self-evaluation to a good standard in order to evaluate their practice and identify priorities for improvement. Staff regularly develop their knowledge and skills through training. This ensures their suitability in their roles.

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

Staff have a very good understanding of the Statutory Framework for the Early Years Foundation Stage. They use this knowledge effectively to ensure children's progress is carefully monitored and next steps in learning are planned for. As a result, progress is consistently good and often excellent in relation to their capabilities and starting points. Staff ensure there is a very good balance of child-initiated and adult-led activities. Children are offered a highly stimulating environment which supports their learning particularly well. Wonderful opportunities are available for children to access activities within the indoor and outdoor environment. Children and babies are happy and settled.

Children enjoy social interaction during meal times and throughout the day. Prompts are available around the different rooms to support children's language development. Books, homemade stories, alphabet letters and writing materials support the children in their language and literacy skills. Children are offered many excellent opportunities for physical exercise and access the outdoor area in all weathers. The setting also accesses the onsite school adventure playground and playing fields for additional outdoor play space and physical challenge. Indoor climbing frames are available to children to enhance physical skills indoors. Children enjoy being creative and staff value their work which is displayed on the walls. Older children are encouraged to label their work themselves to support their writing skills. Staff teach children about the wider world through the celebration of festivals and through a wide variety of multi-cultural resources. References of numbers around the room support the promotion of numeracy and problem solving skills. Children play with calculators and number puzzles and use clocks to explore the concept of time. Children work exceptionally well independently using their own initiative and develop excellent skills in working alongside their peers. They play a full and active role in their learning, show great curiosity and desire to explore and are inquisitive learners. As a result children are developing skills which prepare them well for future learning.

Children know and follow health and hygiene procedures exceptionally well. For example, they consistently wash their hands before and after meal times and after toileting. Children are offered an extensive range of healthy nutritious meals made from fresh ingredients. Children eagerly grow foods such as radishes and carrots in the garden. Staff effectively remind children how to keep safe and rules are clearly displayed. Children's self-esteem is nurtured well and this is evident through their settled nature, consequently children demonstrate good behaviour. Babies form close and caring relationships with staff which enables them to confidently and happily explore their surroundings.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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