

# Twizzle Tops Day Nursery

Unit 9, The Boardwalk, West Thurrock Way, Grays, Essex, RM20 2ZP

<b>Inspection date</b>	05/10/2012
Previous inspection date	16/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are safe, secure and happy. They enjoy independent play and make good progress in their learning and development.
- Strong systems for self-evaluation and monitoring ensure that continuous improvement is maintained, driving high standards.
- Safety and security is given a high priority, with detailed risk assessments in place.
- Children are supported to become fully engaged and absorbed in play because play and learning opportunities are based strongly on the needs and interests of individual children.

### It is not yet outstanding because

- While children are able to play and learn independently, at times daily routines reduce the amount of time available for child-led learning.
- Conversations with children are occasionally adult-led and not fully focused on the interests and ideas of children.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the baby room and the pre-school room.
- The inspector spoke to staff, children and to parents with children attending the nursery.
- The inspector viewed evidence of observation, assessment and planning for individual children.
- The inspector reviewed documentation including risk assessments, suitability checks and self-evaluation.

## Inspector

Jenny Howell

## Full Report

### Information about the setting

Twizzle Tops Day Nursery is a privately owned company. It opened in 2009 and operates from Partyman World at Lakeside, Essex. The nursery is accessed via a ramp. The nursery is open each weekday from 7am to 7pm all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary

parts of the Childcare Register. There are currently 87 children in the early years age range on roll, attending full-time and part-time. The nursery currently supports a number of children who speak English as an additional language and is able to support children with learning difficulties and/or disabilities.

There are ten members of staff, nine of whom hold a level 3 qualification. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend opportunities for children to further develop as active and independent learners by: reviewing the organisation of daily routines, developing staff listening and questioning skills and continuing to monitor the organisation and location of play areas.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children progress well in all areas of learning. Each room of the nursery is zoned, which allows children to access play and learning resources which support learning in the prime areas. As a result, children are developing the skills they need to support future learning, which helps them prepare for school. Effective use of observational assessment ensures staff know children well. This allows them to identify and plan for individual children's next steps in their learning. Each key person plans for their own small group of children, resulting in an especially personalised approach to learning.

Good provision is in place for children who need additional support. Staff work closely with parents when children speak English as an additional language, ensuring that they can access all areas of the curriculum. Children's home languages are valued and celebrated, as, for example, all children learn traditional nursery rhymes from other cultures.

A good balance of spontaneous and planned activities provides children with an interesting balance of activities throughout each day. This includes trips around the local facilities, including a garden area. Children learn about nature and the changing seasons as they go to feed the swans and wonder where the geese have gone as the weather changes. They consolidate learning about shapes or letters as they 'hunt' for them through the shopping centre.

Staff engage well with children, making observations about what they are doing and encouraging conversation. Staff make good use of questioning to extend children learning, though at times they do not allow children to take the lead in discussions.

Themes are based on children's ideas, for example, the explorers tent set up as a result of children's interest in mini-beasts. This helps to ensure that children are engaged and excited by learning. On occasion, the daily routine reduces the opportunities for independent play because children are encouraged to be involved in adult-led or group activities.

Parents are kept up-to-date with children's progress, they chat to key persons daily and are invited to contribute to development records. Initiatives such as 'have a go' sessions enable parents to see how learning can be supported in different subject areas, helping them to encourage learning at home.

### **The contribution of the early years provision to the well-being of children**

A strong key person system supports children and babies as they settle in to the nursery. Staff work with parents to ensure that they are aware of children's needs and they continue to work closely with parents, for example, to support potty training. Babies and toddlers enjoy cuddles with staff, smiling and laughing as they dance and sing together.

Transitions to school are well supported. Staff visit local schools and teaching staff are made welcome in the nursery. Uniforms and photographs from school are placed in role-play areas to allow children to become familiar with their future environment.

The organisation of furniture and resources encourages and supports safe, independent and exploratory play, with sufficient space to relax or sleep as needed. Children are able, when routines allow, to choose to play alone or with others, expressing their imagination through role play or sharing significant experiences as they chat with staff.

Children enjoy a good variety of healthy snacks and meals, remembering to wash their hands before they eat. Regular opportunities to exercise further support children in keeping healthy as they access the adjacent soft-play centre and nearby garden area on a daily basis.

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

Strong systems are in place to support high standards and continuous improvement. Staff performance is closely monitored, with regular opportunities for professional development provided. Staff are given responsibilities in line with their areas of interest, motivating and encouraging them to use their strengths for the benefit of children. All staff are supported in improving their levels of qualification and most staff hold valid first aid certificates, which ensures a qualified first aider is always on site.

A clear nursery development plan is in place. This drives high standards and allows all members of staff to be involved in achieving high standards. Parents' views are actively sought through questionnaires, with their suggestions acted upon.

All of the required documentation is in place, including suitability checks for all staff. Detailed risk assessments are carried out daily for all areas of the nursery and all trips or outings are carefully planned and extremely well supervised.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY392722
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	885818
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Partyman World (Lakeside) Limited
<b>Date of previous inspection</b>	16/10/2009
<b>Telephone number</b>	01708320123

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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