

# Twinkle Toes

Abram Bryn Gates Cp School, Lily Lane, Bamfurlong, WIGAN, Lancashire, WN2 5JT

## Inspection date

Previous inspection date

06/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- The managers carry out observations of the practitioners and support them in their professional development. This enables the practice of the setting to continuously improve.
- Every practitioner knows their key children well and plan activities that enable children to make progress based on their interests.
- Practitioners are good role models and manage children's behaviour well, giving lots of positive reinforcement. Children are happy and confident within the environment.
- There are a range of resources that are well planned which enable children to be engrossed in their play and experiment with their ideas.

### It is not yet outstanding because

- The setting has not yet been operating long enough to measure the impact of the improvements made so far and therefore excellence in all of the settings activities is not demonstrated.
- All opportunities to develop children's communication and language skills through the use of statements and open ended questions are not maximised.

## 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.

## Inspection activities

- The inspector held meetings with the manager and deputy of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector observed activities in the main play rooms and in the annexes.

## Inspector

Joanne Ryan

## Full Report

### Information about the setting

Twinkle Toes Nursery is privately operated by a partnership. It opened in 2012 and operates from a designated early years unit within the grounds of Abram Bryn Gates Primary School, in the village of Bamfurlong, Wigan.

Children are cared for in one open plan room with annexes used for role play and quiet times. Children share access to the school's outside play area. The nursery is open each weekday from 9am to 3.45pm during term-time only. Children are able to attend for a variety of sessions. The setting receives funding for the provision of free early education

for children aged two and three years.

The setting is registered on the Early Years Register. A maximum of 28 children aged from two years may attend the setting at any one time. There are currently 44 children on roll who attend a variety of sessions. The setting is managed by a suitably qualified practitioner and deputy. Both hold early years qualifications to level 3 and are working towards higher qualifications. There are five other members of staff, three hold a level 3 qualification and two hold a level 2. The setting receives support from the local early years team.

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

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

- help children to extend their speaking communication and language skills by using a lot of statements and fewer questions and asking open questions with many possible answers
- continue to develop the self-evaluation process to identify the next priorities for improvement including the staff, parents and children's viewpoints.

### **Inspection judgements**

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

Children make good progress in their development and thrive under the good quality care offered. Early years practitioners clearly identify children's unique qualities and effectively build on children's individual interests. Children play and learn in an interesting and stimulating environment where they can make choices and be independent. They freely access a good range of developmentally-appropriate resources that reflect the seven areas of learning in the thoughtfully organised environment. Practitioners encourage children to self-serve snacks by selecting their own cup, bowl and fruit and pouring their own drink, therefore, promoting their personal, social and emotional development.

Practitioners are confident with the clear system that is in place to monitor children's progress through the prime and specific areas of learning. Key workers gather information from parents when children begin at the setting and use this information to identify what children will do next in their learning and development. Parents' days are held to create a partnership where progress can be shared. There are effective systems in place to identify and support children who may have additional needs and successful relationships with other professionals have been established.

Practitioners support children's communication and language skills through discussion, conversation and the use of books. However, there are some missed opportunities for

open questions to be used to extend children's conversations further. Children develop their mark making skills as they draw self-portraits and write their own name on their work. Children develop their large body skills and coordination in the outdoor play area which is shared with the school. They can access a range of climbing and balancing equipment and there are opportunities for children to dig and explore their natural environment. Children develop their mathematical skills as they engage in making play-dough and measure out the ingredients. They are confident to convey to staff their wishes, demonstrating the effective relationships that have been established.

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

Children behave exceptionally well in the setting because the practitioners give clear explanations and set appropriate boundaries. Practitioners offer children lots of praise and encouragement, supporting them to share and care for their friends. They use their manners and are polite when speaking to children in order to be good role models. Due to the setting operating during term time only, most children have only been in the setting for a short period of time and are all happy, settled and demonstrate their enjoyment in their time at the nursery. Children are engrossed in activities because they select to engage in areas that interest them. Key workers build effective relationships with the children, ensuring that the individual needs of children are met.

Children's understanding of safety is promoted as they have participated in road safety walks and the consequences of their actions are explained to them. Checks of each area are made daily so that children can play in a safe environment. Children are developing their awareness of healthy living as they have grown runner beans and carrots in the garden. They know to wash their hands before eating and staff use visual aids to support their understanding of the reasons why. Parents provide lunchboxes for children who stay all day and practitioners have provided information to parents to support them with offering a healthy lunch. Each day a healthy eating award is given and children and their families are eager to receive this. Good relationships have been established with the schools that children will attend in the future, with teachers visiting the children in the nursery. Children's records were shared during these visits to ensure that a smooth transition could take place. The nursery has also established effective relationships with childminders, promoting continuity of care.

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

The nursery manager and deputy oversee the learning and development process by observing staff in practice and working with them to develop their practice. They carry out an audit of the children's learning journeys every six weeks, therefore, the progress children are making is checked. Managers lead the planning process to ensure individual children's needs are met and there is a consistent approach. However, key workers contribute significantly giving information about the children's current level of development in order to plan for next steps. Practitioners have a good, secure understanding of the seven areas of learning and how children learn.

A detailed safeguarding policy is in place and practitioners have a clear understanding of their role and responsibility, should they be concerned about a child in their care. Managers ensure safeguarding is a standing item on the meeting agenda and therefore remains a priority. Practitioners have accessed safeguarding training and other professional development training to keep their knowledge and understanding current and up-to-date. There is a comprehensive set of policies and procedures which reflect the practice of the setting. They are explained to the practitioners at induction and a file is available for parents in the reception area.

There is a written self-evaluation in place which correctly identifies the setting's strengths and weaknesses. Parents have been consulted on the provision via questionnaires and their views taken into account. The setting has now been operating for six months and is at the stage where they need to reflect on their current position and identify new priorities for improvement involving all stakeholders. Rigorous recruitment procedures are in place and all suitability checks are completed. Practitioners have personal development meetings and appraisals, which allows them to carry out their role to the best of their ability. Parents are very happy with the nursery and they describe the excellent relationships their children have built with staff. Practitioners provide parents with information about their child each day, demonstrating they value the importance of the parents' role.

## 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>	EY442813
<b>Local authority</b>	Wigan
<b>Inspection number</b>	783818
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	44
<b>Name of provider</b>	The Partnership of Twinkle Toes
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01942 866 392

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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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