

Twinkles Nursery

33 Market Square, Woodhouse, Sheffield, South Yorkshire, S13 7JX

Inspection date

25/09/2012

Previous inspection date

16/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Safeguarding procedures are strong and the setting works alongside other agencies to protect children well.
- Children behave well owing to the good role modelling of adults and the praise and encouragement offered by staff to support children's self-esteem and confidence.
- Staff have good expectations of the children, know them generally well and take into consideration children's interests. As a result children are working within the typical range of development expected for children of their age.

It is not yet good because

- The key person system is not effectively established to ensure that children have someone to develop secure attachments with. There is no named person to work with parents so that every child's care and learning is tailored to meet their needs.
- Parents are not yet contributing their observations of their own children to the development records.
- The records of children's assessment on entry to the nursery are not robustly completed and so it is difficult to clearly ascertain the progress children are making towards the early learning goals.

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 two playrooms and outdoors.
- The inspector spoke with the manager and owner of the nursery.
- The inspector looked at children's learning journeys, planning documentation, the self-evaluation form and some records.
- The inspector also took into account the views of parents spoken to on the day.

Inspector

Helene Terry

Full Report

Information about the setting

Twinkles Nursery was registered 2008. It is privately owned and managed. It operates from three play areas in a converted barn in the Woodhouse area of Sheffield, South Yorkshire. The nursery serves the local community. Children have access to an outdoor play area. The nursery is open each weekday all year round between 7am to 6pm. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education for two, three- and four-year-olds.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently has children on roll. Care is also offered for children aged over five years of age. There are currently seven members of staff employed to care for the children, five of whom have early years qualifications at Level 3. Other staff are working towards a qualification. The nursery receives support from the Local Authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement a robust key person system to support each child and to work alongside their parents.

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

- develop further means of involving parents in contributing to the observations, assessment and planning for their child
- develop further the systems for monitoring children's progress by clearly recording what children can do on entry into the setting, with the support of information gathered from parents.

Inspection judgements

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

The setting provides a suitable learning environment for the children. Staff have a sound understanding of the Early Years Foundation Stage, therefore children's progress towards the early learning goals is generally supported well. A record of children's progress is maintained through observation and assessment and the next steps in learning are identified. However, systems for monitoring children's progress is not fully effective. Initial assessments of children's abilities when they first start at the nursery are not rigorously completed. Therefore it is difficult to assess the progress children make within the nursery. Nevertheless, children are working within the typical range of development expected for children of their age. A sound range of resources and interesting activities help children learn effectively.

Staff support and encourage children's learning by asking questions that help children become critical thinkers, developing their own ideas. For example, as children play with the bricks adults model being a thinker by asking questions, such as 'Now what shall we

make?', 'What do we need to make a bridge?' and then congratulating the children on their inventive ideas. To help young children settle and get to know routines within the nursery adults talk to the children about what is going to happen next and make them aware of the choices available to them, such as outdoor play, indoor play, playing being pirates or with the bricks.

Staff provide lots of opportunities for children to become independent and promote their self-esteem and confidence. Children make their own sandwiches, butter their own toast, choose activities, help tidy away and make choices about the songs that they would like to sing. Three-year-olds happily take part in a Bingo game where they are encouraged to identify numbers one to 10 or attempt to write letters of the alphabet associated with their names on a board, or in the cornflour. Toddlers and babies are encouraged to explore their environment, press buttons on electronic activities to find out what happens and dance to the music that erupts from these activities.

Adults support children to develop their communication skills by encouraging them to chat about home life and their interests, whilst toddlers are praised for connecting two words together as they request to brush their teeth.

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

The environment is child friendly with resources, displays and activities at child height enabling choice and promoting independence self-esteem and confidence. Children's behaviour shows that they feel safe and their well-being is being generally promoted well. However, there is no secure key person system in operation that allows each child to have their own adult to form close bonds with. There is no specific person who works with parents to ensure that their care and learning is tailored to their individual needs. New children settling in are given support through a transition period and the nursery works with teachers at the local schools to help children move onto school.

Children behave well, staff show them clear boundaries and offer lots of praise and encouragement for their achievements and reward charts further supports this. Children are learning to share and take turns and during a game they learn each other's names to support familiarity within the nursery. Adults support children in developing a healthy lifestyle through helping them understand about food that is good for them. They have lots of opportunity to play outdoors in the fresh air, on apparatus and in the sensory garden. Adults give a good regard to providing activities for children that help them to stay safe, for example learning about how to cross roads safely.

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

Children are safeguarded very effectively. Staff work closely with other agencies to protect children and keep them safe from harm. Comprehensive policies and procedures are in place and include details of who to contact should they have any concerns. All adults

caring for the children are fully vetted to ensure their suitability to work with children. The environment is risk assessed on a daily basis and action is taken to minimise any risks to children.

Children benefit from good opportunities to develop their understanding of diversity. For example, they celebrate a range of festivals throughout the year, and they play with resources that reflect positive images of people in society. As a result, they learn to respect and value others. Good partnerships have been formed with external agencies to ensure children with additional needs benefit from further support as required.

Partnerships with parents are satisfactory. Information is shared with them about the nursery when their children first start. Parents have access to their child's development records and they are encouraged to attend parents' evenings through the year. They receive regular information about the nursery through newsletters and the noticeboard. However, parents are not yet fully engaged in contributing their observations of their children's development to their child's development records to enhance children progress.

Systems to monitor the provision are developing. Through self-evaluation, liaison with local authority development workers, regular staff meetings, supervision, appraisals and an on-going training programme, the team of staff develop and address priorities for improvement adequately. Parents' views have influenced the development of transition periods for children within the nursery. Management monitors children's educational progress to some extent and are currently working with the community teacher to effectively implement the new framework. The recommendations raised at the previous inspection have been addressed to promote children's well-being.

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

Unique reference number	EY353978
Local authority	Sheffield
Inspection number	820891
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	27
Name of provider	Wendy Leaper
Date of previous inspection	16/10/2008
Telephone number	0114 2293502

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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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