

Twinkle Cottage Day Nursery

115 Fratton Road, Portsmouth, Hampshire, PO1 5AJ

Inspection date

08/01/2013

Previous inspection date

22/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
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

- Highly effective partnerships with parents mean that children's progress at home and nursery are shared and used to plan for their next steps in learning.
- The strong, well-established key person system helps children form secure attachments and promotes their wellbeing and independence.
- Management monitor staff and give support to a high level. This helps staff to improve their practice and focus on delivering good care and education to children.
- Practitioners have a good understanding of safeguarding matters and give high priority to children's safety.
- Children engage in an extensive range of exciting play opportunities that support their all-round learning and development impressively.

It is not yet outstanding because

- Although children have access to resources to help them write and make marks, there are fewer opportunities to do this in the outdoor area.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector held meetings with the manager of the nursery.
- The inspector talked with a number of parents and staff, including some staff from each room.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Twinkle Cottage Day Nursery Limited registered in 2011. It is registered on the Early Years Register and is also registered on the compulsory part of the Childcare Register. It operates from a converted detached property in the Fratton area of Portsmouth in Hampshire. Children have access to several base rooms and a fully enclosed outdoor area. There are currently 104 children in the early years age group on roll. The nursery is open

five days a week from 7.30am to 6pm, 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. There are twelve staff who work with the children, of whom seven hold a relevant National Vocational Qualification at level 3, and one who holds a similar qualification at level 2.

What the setting needs to do to improve further

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

- enhance the resources in the outside area for mark making to develop children's emergent writing skills.

Inspection judgements

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

Children are extremely happy on arrival, greeted warmly by staff and their friends and quickly settle to their chosen activity. The nursery provides a rich and vibrant learning environment. Children help themselves to the extensive range of resources from open shelves or from those set out at low levels. Children are able to move throughout the nursery for most of the day, which extends their play opportunities. It promotes an inclusive and flexible approach where children organise and plan for their own learning.

Children display high levels of confidence and self-esteem. They initiate conversations with visitors to the nursery, politely asking questions about what they are doing. They independently set up their own resources and play cooperatively with each other. In group games they take turns and share well. They confidently contribute to story times and games played with words. Listening to stories is vibrant and exciting for children. Staff use props and puppets in highly productive ways to add new dimensions to the story. Numeracy and problem solving consistently form part of the children's daily activities, through adult-led and child-initiated activities. Music is used effectively across the nursery as children enthusiastically play musical instruments, sing songs and dance. Older children make choices about the music they listen to by confidently using the compact disc player. The excellent use of computers and an exciting range of programmable and push-button toys mean that children are developing very good technological skills.

Learning is considerably enhanced by many outdoor activities and the use of natural materials in their play. They relish opportunities to be creative and have good

opportunities to practise their early writing skills, using a wide range of resources throughout their play. However, the range of mark making materials available in the outside area is smaller. Children have an extensive range of opportunities to develop physically. They challenge their skills on soft play equipment, ride a variety of wheeled resources, and learn to become increasingly confident engaging in ball games. .

The planning is excellent, based on observations, children's interests, feedback from children and information from parents about their child's starting points. This ensures adult-led and child-orientated activities are planned around children's individual interests and levels of ability. Children are gain a good understanding about people who have different needs, views, cultures and beliefs. Toys, resources and experiences promoting positive images of diversity are abundant and help children learn about differences. The children learn about their own cultures and beliefs, and those of other people through well-planned discussions, books, resources and displays. They also explore a broad range of festivals around the calendar year through artwork, and stories. .

Staff are highly confident in their knowledge of the Early Years Foundation Stage. They motivate children's learning exceptionally well. For example, staff are exemplary in posing questions to children to extend their thinking and their vocabulary . They create a happy and stimulating environment for all and are ambitious to maintain high standards. Inspiring self-evaluation systems help to continually monitor the effectiveness of the nursery and each individual to accurately target areas for improvement. Children are supported exceptionally well throughout by enthusiastic staff, who encourage their curiosity, providing a wide variety of experiences which allow them to make excellent progress.

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

The nursery's care practices well support children to feel emotionally secure, and effectively help children to be physically, mentally and emotionally healthy. Successful settling-in periods are tailored to the needs of each child and family. Babies are extremely well supported to gain confidence to explore their surroundings. They are beginning to form strong attachments to staff. They have a positive approach to new experiences, as well as organised routines that help them to feel secure and confident. Staff provide lots of praise and encouragement as children play. Staff respect the established routines of the children. This also helps the babies feel content, safe and secure.

At meal times, children sit in sociable groups and eagerly serve themselves. These small groups promote children's conversation skills very effectively as they chatter happily with their friends. Staff carefully support the younger children to rapidly gain their independence in feeding themselves. Children excitedly race each other using scooters and bikes in the garden. This robust exercise helps children to develop their physical skills and fitness. Children happily move safely on the climbing equipment and slide, developing control and balance.

Staff are good role models, they know the children extremely well and are calm and

patient in their approach. As a result, children develop a strong sense of belonging and are motivated to learn. They enjoy high levels of interaction with staff and feel safe with them as they confidently express their needs, knowing they will be met by the kind, motivated staff. Children learn about safety, as staff remind them of behaviour rules to help them feel secure and respect each other. Children know what is expected of them at the nursery and receive plenty of praise for achievements.

Staff place a high priority on supporting children through transitions. Children spend time with their key person in their new environment as they move through the nursery. This helps them to become familiar with their new surroundings and routines and as a result they settle quickly. Older children visit local schools to spend time becoming familiar with a school environment. Staff also share information on children's learning and development to promote effective continuity of care and learning.

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

The management team and staff demonstrate a high level of commitment to safeguarding children in the nursery. Comprehensive policies and procedures are implemented consistently to make certain any concerns are prioritised and dealt with effectively. Staff undergo robust recruitment and vetting checks so their suitability is accurately assessed. Effective induction procedures keep new staff fully informed of the processes in place. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children, which they do. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery

The nursery values the importance of working with parents and external agencies. A key strength of this nursery is the very good relationship staff have developed with parents. An informative parents' pack, along with displays of important information, means that parents are well informed about the nursery from the start. They are kept up to date about their child's learning through daily verbal feedback and photographic displays, newsletters and written activity planning. They seek to engage parents at every opportunity and involve them in their children's learning and development. Parents comment positively on the friendly and approachable staff, and value the support that staff give them to support their children's learning and development at home. Links with other providers are in place and continue to be developed to further aid children's progress and development.

The manager and her staff have worked hard in response to the actions and recommendations made at the last inspection. Management fully understand its role in implementing the learning and development requirements. They closely monitor the delivery of the educational programme by observing staff at work in the room and by assessing the effectiveness of all planning for the seven areas of learning. All staff are involved in the nursery's self-evaluation. They meet regularly to evaluate their own practice and include the views of parents and children.

Regular supervision and appraisals are used effectively to identify where staff want to progress to in their own development. The management team is inspiring and highly motivated. They share their enthusiasm with their extremely committed staff to continuously build on the work of the nursery. They reflect on their practice as a team to identify achievements and areas to be developed. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

The Childcare Register

The requirements for the compulsory 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	EY427294
Local authority	Portsmouth
Inspection number	896018
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	104
Name of provider	Twinkle Cottage Day Nursery LTD
Date of previous inspection	22/09/2011
Telephone number	07825270352

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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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