

Twinkles (Knaresborough)

Unit 1 & 2, Mercury Court, Manse Lane, KNARESBOROUGH, North Yorkshire, HG5 8LF

Inspection date

Previous inspection date

31/01/2013

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

- Children are happy and confident to express themselves in the warm, welcoming and stimulating learning environment.
- Children benefit from a wide range of play materials to support their learning and development. The thoughtfully planned playrooms create enabling environments for all children to promote independence and to engage children in purposeful play.
- Children behave well because staff are very good role models, offer them lots of praise and enable them to manage their own behaviour well.
- Children's communication and language is given high priority; lots of opportunities are available to develop their skills. For example, children of all ages enjoy joining in with the action songs and nursery rhymes.

It is not yet outstanding because

- Parents are not always fully involved in their children's learning and development, to enable them to effectively support their children's learning at home.
- Self-evaluation does not take account of the views of children and parents.

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 looked at resources in the playrooms.
- The inspector observed children playing and completed a joint observation with the manager.
- The inspector talked with the manager and operations manager and looked at a variety of documentation.
- The inspector looked at children's learning records and planning.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Twinkles (Knaresborough) was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Knaresborough area of North Yorkshire, and is managed by Twinkles Nurseries Ltd. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at Level 3 and Level 4. The nursery opens Monday to Friday all year round except for a week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending, of whom 33 are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- promote an ongoing dialogue or sharing of regular two-way observations on learning with parents and use this shared knowledge and understanding to plan together and think through ideas of how to move the child forward
- develop the self-evaluation to include the views of parents and children, so that the drive for improvement is strengthened to support children's achievement over time.

Inspection judgements

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

The nursery supports children well and meets their needs effectively. The children access a wide range of activities, suitable for their age and stage of development. Children make good progress because staff make informative observations, all linking clearly to the areas of learning, children's individual age banding and their individual interests. An efficient key person system is in place, where they take on board children's starting points with information gathered from parents and also identifying the next steps of learning. This ensures children progress in their educational learning and develop their individual skills well. However, parents' contribution to identifying their learning at home is not yet fully implemented, to ensure continuity of children's learning and development.

The manager and staff demonstrate a good knowledge of the requirement of the progress check at age two. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress.

Children have good opportunities to develop their communication and language skills. They have ready access to a wide selection of good quality books of both stories and

picture books. Staff sit with the children and listen to the book about the dinosaurs. Staff ask good open-ended questions whilst reading the book, encouraging children to think about the colour of the dinosaur's pyjamas. The children receive lots of praise as they reply with the correct answer and this helps to develop children's recognition of different colours. Staff encourage the babies to choose musical instruments and then show them how they work. The babies join in enthusiastically as they all sing action rhymes and imitate the staff's actions to 'Twinkle little star'. This helps to develop their listening and attention skills. All children have good opportunities to develop their manipulative skills along with their expressive arts and design. Older children sit at the table and hold the potatoes and print with them making different shapes, which they recognise as square, as well as recognising the colours of the paints. Babies get good opportunities within their own room to develop their physical skills. They run and crawl around the large room and more able children climb up the indoor slide. They look in the mirror as they reach the top of the slide and play 'peek-a-boo', then confidently go down the slide. Babies develop their use of technology through a good range of mechanical toys, such as the bouncing zebra, where they press buttons as it moves and other push button toys available around the room. Older children enjoy developing their imagination as they access a good range of dressing up and role play settings. Children dress up in the nurse's outfit, asking for help from the staff and other children ask staff if they would like an ice cream from the shop.

The nursery has a good transition policy and procedure in place. When children are moving on to school they invite the teachers from the schools into the nursery to meet the children, they share the profiles with them and also take the children to the school they will be going to. This ensures good continuity of care and education.

The nursery has a good display of photographs of children and their own artwork, along with informative posters of numbers and words in both English and other languages all displayed at their level, making it a bright, welcoming and colourful environment.

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

Staff support children's well-being effectively, the key person system works very well throughout the setting. Children are placed with the key person to whom they respond to and they build strong relationships with each other as well as with the children's parents. Every child and its family receive a warm welcome in the nursery. This helps children's separation from their parents, puts children at ease, builds attachments and promotes their self-esteem. The nursery promotes transition well, when children progress to another room within the nursery. For example, children have settling-in times in their new room and with their new key person. Staff ensure parents are fully aware of which room their child is moving on to and who their new key person is. This helps to ensure that parents and children feel happy and settled before making the transition.

Children in the nursery behave well. Staff's gentle and consistent approach with children sets them good examples on which to model their behaviour. Staff also give children lots of positive praise, as they share the toys with their friends. Children are responsive to the staff, they are learning right from wrong. For example, babies are given clear explanations as to why it is nice to be kind to each other and share the toys.

Staff promote children's good health very well. They encourage the children to benefit from lots of fresh air, with access throughout the day to the well-resourced outdoor area. Children run around the garden, pushing bicycles and chase each other up and down the large wooden tree house. This ensures that children benefit from a good level of physical exercise. They learn about a healthy lifestyle, through being provided with a broad range of nutritious meals and snacks, all prepared on the premises. For example, snacks of fruit, rice cakes and main meals of meat, vegetables, rice and pasta. Drinks of water are available for all children, throughout the day, in their individual well-labelled and pictured drinking cups. This helps to prevent cross-infection. Children of all ages have a good understanding of the importance of self-care, as they independently wash their hands before having meals and after going to the toilet. Child-friendly posters of instructions of how to wash hands are clearly displayed throughout the setting; ensuring children learn about good hygiene procedures. Babies receive lots of cuddles and can rest and sleep in their own cots as and when they need. Effective nappy changing procedures are fully implemented.

Children's safety is promoted very well. For example, the nursery undertakes detailed written risk assessments, enabling children to take supervised risks in safe surroundings. The environment and resources are well laid out to aid children's independence and resources are stored in units at children's level, which they safely access. The manager ensures that regular fire drills are practised to ensure that children are aware of evacuation procedures. Children are protected within the nursery, through the secure intercom entrance system in place. Staff insist on seeing all identification of visitors and recording their visit. This ensures that children are cared for in a secure environment.

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

Leadership and management of the nursery is strong. Staff have a good knowledge and understanding of the signs and symptoms to look for, should they have any safeguarding concerns. There is a well-written policy and procedure for staff. This includes the role of the practitioner who takes the lead responsibility for safeguarding. The recruitment procedure is clear and fully established within the nursery. This means that every person who works in the nursery is properly vetted and cleared before being given a thorough induction.

Staff work effectively as a team and they are supported well to understand their roles and responsibilities. For example, regular reviews of policies at staff meetings, help to recognise the importance of policies, such as safeguarding and risk assessments. Induction, supervision and appraisals are effective tools that the leadership team use to support staff and ensure that they have the opportunities for continual professional development, through attending further training. For example, staff are attending further training to support their already good understanding of the progress check at age two. Staff ensure that all planning is completed daily and is adapted to meet all children's interests. Any additional needs are identified and their stage of development recognised. This ensures children's skills and abilities are monitored and that they continue to make

good progress in their learning.

The manager and staffing team demonstrate a good capacity to maintain continuous improvement. They are currently completing a self-evaluation to ensure they are working in line with the Early Years Foundation Stage and also identifying their strengths and weaknesses. However, comments from parents and children's views are not taken on board to further assist in identifying areas for future development. The staffing team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

The nursery has a well-established partnership with parents; the manager ensures that settling-in periods meet with parental needs. Parents receive information through regular newsletters, electronic mailing and very informative notice boards. Staff make parents feel welcome in the nursery and provide daily feedback and daily diaries for the babies. This ensures that parents are continually involved in their children's welfare and learning.

The nursery develops communication links with other provisions. Children are fully supported for their transitions to primary schools, as they visit the local school and teachers attend the nursery to meet the children. This enables the key person to discuss children's individual learning and development and any special educational needs, ensuring continuity of care and learning.

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	EY449001
Local authority	North Yorkshire
Inspection number	880657
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	92
Number of children on roll	40
Name of provider	Twinkles (Knaresborough) Limited
Date of previous inspection	Not applicable
Telephone number	07739596391

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

