

Twizzle Tops Day Nursery

Partyman World of Play, Watford Road, Wembley, HA0 3HG

Inspection date

13/02/2013

Previous inspection date

27/04/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff interaction promotes children's communication and language skills well and there are many opportunities for children to use their home language within the setting.
- Children have great fun as they develop their physical skills in the garden, on the play frames or as they move to music.
- Children enjoy their time in this busy environment where they take part in a wide range of activities covering all areas of learning.
- The diverse staff team work well together and provide effective support to help children settle.

It is not yet outstanding because

- Although some parents and carers receive information about children's progress and development there is no consistency in the way staff provide daily feedback.
- The organisation of mealtimes means children are not fully involved in developing their self-care skills.

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 children in the main play areas, the garden and play centre.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector viewed a range of relevant documentation.

Inspector

Sonjia Nicholson

Full Report

Information about the setting

Twizzle Tops Nursery registered in 2010. It is part of a small chain of day nurseries in the South East owned by Partyman World Limited. The nursery operates within a Family Entertainment Centre, known as "Partyman World Of Play" which offers soft play facilities, and includes an outdoor space which includes a sand zone, crazy golf, bouncy castle park and go-kart track. The nursery is located in the London Borough of Brent. Children have access to two rooms as well as supervised access to the play centre amenities. There is an enclosed garden available for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 93 children on roll, all of whom are in the early years age range. The nursery receives government funding for nursery education for three year olds. The nursery is

open each weekday from 7.00 am to 7.00 pm for 51 weeks of the year. If there is demand from parents a holiday club for children up the age of eight operates during most school holidays. The nursery employs nine staff including the manager to work with the children. Seven staff hold appropriate early years qualifications at level 2 or 3. The setting receives support from the local early years advisory team.

What the setting needs to do to improve further

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

- develop consistency in the way staff provide feedback to parents and carers each day regarding their child's progress and care routines
- review the organisation of mealtimes to ensure children have further opportunities to develop their independence and self-care skills.

Inspection judgements

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

Children have fun in this bright, welcoming environment. Staff have a sound knowledge of the learning and development requirements which means they plan and implement a wide range of activities covering all areas of learning. For example, younger children have ample opportunities to increase and practise their physical skills as they explore the baby room. Some sit unaided supervised by staff, but most are mobile and can pull themselves to a standing position and move around the room steadily and independently. They enjoy using the ball pool in the play centre where they lean forwards, grab the balls and drop them. Children in the pre-school room show great confidence as they use the large play frames to jump, climb and roll. Children display co-ordination and control as they copy adults and move to music, jumping and clapping.

Children develop good communication and language skills as they chat freely to the interested and enthusiastic staff and initiate conversations or ask questions. There are many opportunities for children to use their home language in the nursery and this is encouraged in partnership with parents who provide key words for staff to use. Established routines, use of gestures and photographs also help increase children's vocabulary. Children, parents and carers benefit from the fact that some staff members speak their home language too. Most children are beginning to listen attentively during group story times and understand what is going on but there are times during the routine when they have difficulty listening and maintaining their attention. At these times the

more experienced staff members provide a good role model to less experienced and confident staff in developing children's listening skills. For example, they ask children to put their hands on their head which instantly gains their attention.

Children enjoy exploring the nursery garden where they investigate a range of natural materials. For example, they use large plastic tweezers to pick up leaves, use buckets, sieves and watering cans to play with the rain water and talk about the wind and how it makes the trees and wind socks move. Outside there is also a mark making box and clipboards and paper that children use to draw things they see, such as, a spider. Indoors children use chalks on a board and use the writing area with a range of tools and materials to make marks and symbols. Babies enjoy the sensory experience of using 'gloop' which is a mixture of cornflour and water as a means of expressing themselves and developing their physical skills. Older children are generally developing good self-care skills. For example, they wash and dry their hands independently, use tissues to wipe their nose and learn how to put their shoe on and off. The organisation of mealtimes means children are not involved in setting the table or pouring their own drinks to further encourage their independence.

Staff use observation and assessment effectively to monitor children's progress. They gather information about children's starting points and their interests, such as, cars and trains, from parents through the 'All About Me' form and use this to help settle children. Through on-going observations staff plan successfully for children's individual needs, for example, helping children follow simple instructions and encouraging turn taking through group games. Staff maintain a Learning Profile containing photographs, observations and example of children's work which is used to write an end of term report by the child's key person. Written assessments are also completed for children aged between two and three years covering the prime areas of learning and shared with parents. These show children are working within the expected developmental range and are making good progress. There are several systems in place to involve parents, such as, the 'Wow' board in the baby room where they can share experiences and photographs from home. Each child has a 'home link' book but these are not used everyday. Although parents and carers are greeted in a friendly manner on arrival the feedback they are given about their child's progress and care appears to be rather inconsistent. This means not all parents receive detailed information about their child's day.

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

Children are happy and settled. Some younger children who are new to the setting receive good support from staff who quickly respond to their needs by offering lots of cuddles and verbal reassurance to help them familiarise themselves with their new environment. Children behave well and are learning how to deal with minor incidents by themselves, such as, a squabble over a toy. Staff support children who have difficulty sharing by reminding them 'use their nice words' to say what they want therefore helping them to think about their behaviour and correct it. Children are developing good manners as staff offer gentle reminders to them to say 'please' and 'thank you'.

Children play safely as risk assessments have been completed for all areas of the building. A senior member of staff takes responsibility for completing a visual check before children arrive to ensure there are no hazards. Staff offer good supervision and are particularly vigilant as children use the large play frames. They wear a fluorescent tabard so they can easily be identified from children who are attending the play centre with members of the public and staff do a head count to ensure everyone is present before going back to the nursery. Security is tight with key pads on all doors to ensure children cannot leave unattended and unknown adults cannot enter. Visitors are required to sign in and out of the premises and prospective parents are accompanied on visits to ensure children's safety. Children are beginning to learn how to stay safe as they practise the evacuation drill regularly. There is appropriate fire detection and control equipment in place and fire exits are not obstructed and clearly signed.

Children have a good understanding of healthy eating through activities, such as, walking to the local shop to buy fruit for snack time. Mealtimes further promote this, for example, they enjoy milk or water and nutritious fruit snack and a variety of appetising meals that are cooked on-site which encourage them to try new flavours and textures. For example, children tuck into home made chicken curry and rice with non-meat eaters offered a vegetable curry as an alternative. Staff encourage children to eat their food and as they do they talk about how good vegetables are and discuss their favourites. Staff follow good hygiene practices as they wear gloves and aprons when handling food and changing nappies. Children are changed on a unit in the baby room where staff supervise them so they do not fall. Nappies and creams are stored within easy reach and details of nappy changes are recorded on a chart; this is done at least every two hours or more if needed to ensure children stay dry and comfortable.

The current layout provides suitable accommodation for children however, there are plans underway to create a new baby room which means the existing pre-school and baby rooms will merge to create a more spacious area. This will alleviate some of the noise and bustle in this room and create more space for children to move around. The setting is well-resourced with a range of good quality equipment and toys to support children's learning and development. The garden is in the process of being developed with new toys and resources added, such as, a willow dome for children to use as a hideaway.

Staff support children's transitions well. Prospective parents currently receive a 'Welcome Pack' and are invited to visit the setting. Children visit over a period of one week or longer if needed to ensure a smooth transfer from home to the setting during which time staff get to know the children and establish their individual needs. To support this process the setting is due to introduce a 'Settling in bag,' which contains a settling in policy and 'All About Me' form for parents to complete. Parents will be encouraged to add comfort objects from home and even a recording of their voice. Firm relationships are established with the nearby school. Staff prepare children for the transfer to school by undertaking visits where children take their own photographs which they can talk about back at nursery to overcome any fears they may have.

Partnerships with outside agencies are well established with good links in place with health professionals at the local health centre. This ensures children and parents access relevant

services and support, such as, speech and language therapy.

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

The nursery is managed on a daily basis by the nursery manager who is supported by her experienced deputy manager and childcare director. Together they form a strong partnership who offers effective leadership to the diverse staff team. They clearly have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. Through on-going self-evaluation the senior management team and nursery owners demonstrate a strong commitment towards improvement. Recent changes include new fencing and a gate in the garden to prevent younger children falling from the decking onto the lawn. Staff training remains high priority and through annual appraisals and regular supervision meetings the manager monitors staff performance. This includes overseeing the programme of on-going mandatory training required by the company, which includes safeguarding and managing children's behaviour. The manager ensures adult to child ratios are correct in each room and undertakes 'spot checks' throughout the day to observe staff practice.

Feedback from parents is positive as they are all happy. They feel the food offered is 'good', all the staff are 'great', there are 'lots' of activities" and they get to use the play frame, children are 'happy'; it is very safe with 'no hazards'. Parents say staff help children settle and help them seek support from outside agencies. They say they would recommend the nursery to other parents although several said they would like more feedback about their child's progress and care. There are robust procedures in place to recruit suitable staff and ensure children are safeguarded. For example, all staff complete suitability checks so children are never left alone with unvetted adults and arrangements for visitors are well established. Security is tight and staff provide good supervision to children at all times. The manager takes the role of Lead Practitioner for safeguarding. She has completed relevant training and has some experience in dealing with situations involving staff and children. Staff undertake safeguarding training and are familiar with the procedures to follow if they have concerns about a child. For example, when they notice a bruise on a child they discuss how this happened with the parent and record details on an incident sheet. The nursery has a written safeguarding policy which all staff are familiar with. The nursery takes parents concerns seriously. There is a complaints policy in place and details of any meetings or concerns are logged for future reference. The staff team reflect the children they care for as many are from the same cultural background and speak the same language; this gives children a sense of belonging.

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	EY412962
Local authority	Brent

Inspection number	904652
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	93
Name of provider	Partyman World Ltd
Date of previous inspection	27/04/2011
Telephone number	07943 854 716

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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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