

# Twinkling Toddlers

280 Formans Road, Tyseley Community Centre, Tyseley, Birmingham, B11 3BY

## Inspection date

Previous inspection date

13/05/2013

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

- Staff provide interesting activities based around children's interests, which means children are engaged in their learning. Staff use observations and assessments effectively to plan the next steps in children's learning so that they make good progress.
- Staff implement effective policies and procedures and supervise children very well, which means they are safe.
- Children's health and well-being is promoted effectively through the involvement of parents in a healthy eating programme.
- There are very good partnerships with parents and carers. Staff encourage them to support children's learning at home and at nursery and to share information about their progress. This means they are fully involved in children's learning.
- Effective monitoring and self-evaluation in the nursery ensure that there is continuous improvement in children's learning experiences. Staff training needs are identified and addressed so that they improve their knowledge and skills.

### It is not yet outstanding because

- Staff do not always question children skilfully enough to increase challenge in their learning.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the two main playrooms and the outdoor play area, including a joint observation with the provider of the provision.
- The inspector held meetings with the manager and the providers of the provision.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of practitioners working in the setting and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Twinkling Toddlers re-registered in 2012 as a limited company on the Early Years Register and the compulsory part of the Childcare Register. It is one of four settings owned by the same provider. It operates from a large hall in a community centre in the Tyseley area of Birmingham and is accessible to all children. The children use an adjacent enclosed public area for outdoor play.

The nursery employs six members of childcare staff, all except two of whom hold appropriate early years qualifications at level 3. It opens Monday to Friday from 8am to 5.30pm during term time. Children attend for a variety of sessions. There are currently 45 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds, and supports children who speak English as an additional language and children with special needs and/or disabilities. It receives support from the local authority.

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

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

- develop the good practice of staff by ensuring they listen perceptively to children and question them skilfully during activities to increase challenge in their learning.

## Inspection judgements

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

Staff make detailed observations of children during their play, and use the information to inform planning for the next steps in their learning. Information about children's achievements and needs is obtained from parents so that staff have a starting point on which to build. All staff know the children in their key groups very well and they continually reflect on each child's progress and their own teaching so that every child's needs and interests are met. This means that children make good progress and build on their learning. The large room is well organised so that children access the toys and resources easily, which means they develop their own learning styles and lead their play. Staff interact well with children and develop their language effectively. However, they are not always skilful enough in questioning children in order to increase their challenge in learning. Several children speak a language other than English. Staff work well with parents to increase children's understanding of English, as parents share basic words in their language which staff use to help children to communicate. The nursery is rich in print, including all children's languages. This gives children an awareness of the wider

world and other cultures. They take part in activities which reflect a wide range of cultures, such as parties for Eid, Christmas, Easter or Diwali. Children produce artwork and taste different foods for each festival.

Parents are encouraged to support children's learning, both at home and at nursery. Each child's key person plans for their support at home and advises parents about how to extend children's learning. Parents attend workshops at nursery where they play alongside children. This means they learn about the purpose of play and how best to support children at home. Parents share information with staff about children's achievements and progress at home so that this is shared with the group in order to promote children's language development.

Children in the nursery are aged between two and four years. They are grouped together in a large room and also have the use of another room in the community centre. This is used effectively for music and movement sessions, soft play equipment or other activities which develop children's physical skills. Children use the large climbing equipment, swings, see-saws and the large grassed area adjacent to the nursery. Staff engage them in acting out stories and songs, and teach them how to use the swings by themselves so that they develop their large muscle skills. Children enjoy playing with all kinds of toys in the water. They learn mathematical skills as they fill and empty a variety of containers. Staff encourage them to use different sized scoops to notice the difference in the time it takes to fill a container with each one. Children learn to recognise their names when they self-register, and staff teach them the letter sounds and how to form them correctly. They are well prepared for the next stage in learning, as staff use their secure knowledge of the Early Years Foundation Stage to provide good quality learning experiences for all children. Children are engaged and interested in their play.

Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and other professionals, such as a local special educational needs coordinator, an educational psychologist and an early support worker. Staff plan very effectively for children so that they make good progress at their own level and are included in all the activities.

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

The nursery promotes healthy eating and lifestyles very effectively. They encourage parents to become involved in regular healthy eating programmes run by the nursery, so that children learn to make healthy choices. Children are provided with nutritious meals and snacks, and staff set good examples by showing them that they need to drink water after exercise and to let their bodies cool down. Children play outdoors each day and use the large grassed area to run around and play games which exercise their bodies.

Children are happy and secure at the nursery, as staff are caring and give a high priority to children's needs and well-being. They work with parents on children's potty and toilet training, and obtain information about their routines. This means that children receive consistency, which gives them confidence and makes them feel secure. Staff praise children for their achievements and good manners, which gives them good self-esteem.

They are very well behaved and staff teach them to share and take turns in their play. There are very good relationships between all staff and children. Staff set clear boundaries, which means children behave well. They explain why it is not safe for them to walk over chairs or run indoors. Children manage risks safely in their use of the large equipment in the play area and on the soft play equipment. Children are learning to be independent, as staff encourage them to put their coats on by themselves or to access their own drinks throughout the day.

Transitions to schools are managed well so that children feel secure. The nursery has close links with local primary schools and ensures that teachers visit children in the summer term. This means that children are familiar with them before they start school, which makes them feel secure. Information about children's progress and needs is shared with their new teachers so that their needs continue to be met.

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

Planning and assessment are monitored effectively by the management team. Staff also carry out peer observations. This process identifies strengths and weaknesses in teaching and planning, which results in a carefully planned programme of training and professional development. This ensures continuous improvement in children's learning experiences and achievements over time. Staff work very well together as a team and they reflect on and evaluate all aspects of the provision. Staff all contribute to the ongoing action plan and adapt their planning and teaching as a result of their evaluation of children's learning. Parents and children are invited to voice opinions on the provision, so that they are involved in the evaluation process and their needs are met. A local development worker assesses the provision and sets targets for improvement at each visit. This assists staff in setting their own targets for improvement. New staff are supported very well by the management team and the other staff. They receive a comprehensive induction and undergo a probationary period, during which they are mentored and assisted in becoming familiar with their roles in the nursery.

Children are very well supervised, particularly during their use of the outdoor area, as this is a public space. Staff carry out effective risk assessments of the premises and check the outdoor area thoroughly immediately before children use it. This ensures that any potential hazards are minimised. Staff have a secure understanding of child protection and safeguarding, and have attended recent safeguarding training. This means they implement the detailed policies and procedures so that children are safe. The premises are secure, as the locked door is only opened by staff, who can see visitors through the safety glass. There is a rigorous policy for the safe recruitment of staff and the collection of children, which means children are well protected.

There are good partnerships with parents and other professionals and with local schools. Staff share information and have meetings with the staff of the other settings children attend, so that they all work together to complement children's learning and ensure their needs are met. A link book is used to pass on messages to parents regarding younger children's care routines, and all children's well-being is protected in this way. Staff share

ideas and best practice with the other nurseries in their group and with the staff of a local children's centre. They are well motivated and strive for continuous improvement in the nursery provision.

### **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 action. 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>	EY453851
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	890648
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Twinkling Toddlers Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07581 345192

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, which are usually the childminder's 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

