

Twinnie Day Nursery

Abbey Road, Belvedere, Kent, DA17 5DE

Inspection date

Previous inspection date

15/07/2013

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 enjoy exploring a wide range of interesting activities, which effectively support their development and cover all the required areas of learning.
- There are good systems for observing children's learning and assessing their development. As a result all children, including those who have special educational needs and/or disabilities or who learn English as an additional language, make good progress.
- Effective partnerships with local providers and other professionals have been developed to enhance children's learning.
- The management team are committed to improving the nursery. Systems for self-evaluation are good and include the views of staff and parents.

It is not yet outstanding because

- Some staff do not skilfully question children during structured activities in order to extend their learning further.
- Staff do not use all opportunities to help children develop their independence during meal times.

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 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 held a meeting with the nursery manager and deputy manager.
- The inspector observed children joining in with activities in the main play rooms and in the garden area.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to staff and parents to gain their views.
- The inspector viewed a sample of policies and procedures and children's development files.

Inspector

Sarah Moore

Full Report

Information about the setting

Twinnie Day Nursery Ltd registered in 2013. The nursery operates from single storey premises in the Belvedere area of the London borough of Bexley. Children have access to three group rooms and an enclosed outside play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 25 children on roll in the early years age range. The nursery operates from Monday to Friday between the hours of 7.30am and 6.30pm, all year. They operate a breakfast and after school club and holiday play scheme for school aged children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There is currently a team of seven staff, most of whom hold appropriate childcare qualifications. The nursery manager has Early Years Professional Status. They provide funding for the provision of free early years education for children aged two, three and four years old.

What the setting needs to do to improve further

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

- enhance children's learning further by encouraging them to express their thoughts and ideas during discussions with staff, and by encouraging them to be more independent during daily routines.

Inspection judgements

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

Staff have good knowledge and understanding of how to plan effectively to provide interesting activities which meet the needs of individual children. Therefore children enjoy their play experiences at nursery. They are engrossed in imaginary play ideas as they move through the nursery with purpose. They gather fruit from the role play shop in the garden and bring it inside to the home corner. Staff encourage children to use the whole environment to extend their ideas and they provide children ideas and provides them with real life resources, for example, by kicking footballs, using the slide and rolling large with real life resources which makes their play interesting. Staff support children well to extend their learning as they play and take part in activities. For example, staff show children how to build a horizontal wall as they work together to construct a large house. This helps them to develop their physical coordination and control and learn how to solve problems. Staff encourage children to develop good language skills because they repeat words and phrases to children to reinforce new words and to teach them the correct pronunciation. Children who learn English as an additional language are supported well

because staff use familiar words from their home language and visual signs and routines to support them. Staff provide exciting ways for children to want to practise their literacy skills by following children's ideas. Children enjoy practising their writing skills in the garden as they record the scores of the ball game. Staff use many opportunities to enhance children's learning as they play. However, there are missed opportunities to extend children's learning during structured group times, such as story time and lunch time. This is because staff do not skilfully question children to enable them to share their thoughts and ideas as part of a group discussion.

Staff regularly observe and assess children's learning and development. Each child has their own development file which highlights their achievements using photographs, written observations and examples of their work. Parents contribute to their child's development file when they first join the nursery. This enables staff to effectively plan to meet children's individual needs when they first attend. Staff are quick to identify children who require additional support and meet their needs well by working with relevant professionals. As a result, all children make good progress and are developing the skills ready for the next stage in their learning. Staff work closely with parents to include them in their child's development. Daily journals are used to share information between the home and nursery to provide consistency for children. Parents are welcomed into the nursery at the beginning and end of each session to observe their children playing and have discussions with staff. Parents explain their children enjoy nursery, they feel well informed of their achievements and are happy with the care staff provide.

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

Thoughtful systems are in place to support new children when they first attend the nursery which means all children, including babies, feel safe and secure. They show this by confidently exploring the environment and seeking cuddles from familiar staff. Staff are focused on ensuring children's emotional needs are met as they settle, both into the nursery and into different rooms. They are considerate of individual children's needs and adapt practice to effectively support them. Children are learning to be independent as they begin to manage their personal care needs. For example, staff support children to pour their own drinks and wash their own hands. However, staff miss opportunities to further develop children's independence skills. For example, staff do not enable children to help prepare the tables for meal times or encourage them to help clear away their plates and cutlery. Staff effectively manage children's behaviour. They regularly remind children of nursery rules, such as using quiet voices and walking inside and using loud voices and running outside. Staff use consistent strategies, such as fun picture cards and reward stickers, to teach children positive behaviour. As a result children show patience during activities and respect for one another.

Staff provide a safe environment for children. All areas are clean and well-kept and daily procedures, such as risk assessments, ensure equipment and toys are safe. The environment meets the needs of all children well. For example, all children have direct access into the garden area from their play room which can be sectioned into smaller areas if needed to enable babies and older children to play alongside each other safely. All

areas are attractively set up with stimulating resources which reflects children's current stages of development and encourages them to independently explore. Staff provide activities which encourage children to be physically active to promote their health. For example, children have fun in the garden as they use their energy to kick footballs, use the slide and roll large tyres up and down. Staff encourage children to take rests in the book corner to re-energise when they say they are tired and children confidently help themselves to water when they are thirsty.

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

The management team has good knowledge and understanding of the safeguarding and welfare and the learning and development requirements. Thorough policies and procedures are in place to support staff to carry out their roles effectively. Systems for keeping children safe are good. For example, the premises are secure and daily procedures ensure all staff, visitors and children's attendance is recorded. Robust recruitment procedures ensure that staff are suitable and new staff receive a detailed induction process to help them learn their role. Effective systems are in place to monitor the observation and assessment of children's learning and development and to support staff to effectively plan to meet children's needs. This means children with identified needs receive appropriate support from relevant professionals. The manager is committed to improving staff practice. New staff agree to embark on a journey of professional development when they join the team to continually improve their knowledge and skills. As a result all staff practice is regularly monitored and staff attend regular training.

The nursery works in partnership with parents and other professionals effectively. Parents are encouraged to attend parents' evenings which focus on the stage of their child's learning and explain how the nursery are supporting them to make progress. For example, parents of children aged two years are invited to attend an evening focusing on the required progress check for two year olds to discuss their child's development, and parents of pre-school aged children are invited to discuss their child's readiness for school. Daily systems are in place which support staff and parents to share information between the child's home and nursery. The manager and deputy work together with the local authority early years advisor to support the general operation of the nursery. Links with other professionals, such as speech and language therapists, have been developed to support individual children in their learning.

Self-evaluation of the provision to improve learning for children is strong and includes the views of parents and staff. Strengths and areas for development are easily identified by the management team as reflective practice is a continuous process within the nursery.

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 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

Unique reference number	EY455796
Local authority	Bexley
Inspection number	901393
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	25
Name of provider	Twinnie Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07779 358 837

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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, 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.

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