

Twinkle Tots Of Endon

Alder House, Station Road, Endon, Stoke On Trent, Staffordshire, ST9 9DR

Inspection date

27/06/2013

Previous inspection date

05/07/2011

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

- Children make good progress in their learning and development, supported by caring, enthusiastic staff who are skilful in extending children's thinking through play, discussions and group activities.
- The successful key person system enhances the relationship with children and their families. Consequently, children develop secure and trusting relationships with their key person and other nursery staff.
- The vision and commitment of the owners and staff has improved the provision, and constant evaluation and monitoring ensure that ambitious targets are set to further enhance the learning environment and care arrangements for children.
- The well-planned playrooms and outdoor area create enabling environments where children engage in independent and purposeful play, supporting their learning and development.

It is not yet outstanding because

- The development of children's concept of time is not fully explored through the use of visual prompts, such as sand timers or clockwork timers and alarms.
- There is scope to enhance children's awareness of differences in society by extending the range of positive images in resources.

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 observed activities and interaction between staff and children in all of the care bases, undertaking a safety inspection of the provision, indoors and outside.
- The inspector spoke with the nursery manager, owners and staff at appropriate times throughout the day.
- The inspector interacted with children and spoke with them throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures, including risk assessments and accident records.
- The inspector took into account the views of parents through discussion and from written comments and compliments obtained by the nursery.

Inspector

Patricia Webb

Full Report

Information about the setting

Twinkle Tots of Endon was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the ground floor of renovated premises that also house other businesses. The setting has sole use of the ground floor and there is an enclosed outdoor play area. It is privately owned and managed, with the owners playing an active role in the day-to-day operation. The setting serves the local area and is accessible to all children.

The setting employs eight members of childcare staff, six of whom hold appropriate early years qualifications at level 2 and 3. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children on roll who are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- extend the opportunities for children to measure timespans in a more practical way by providing items such as sand timers, clockwork timers and alarms
- strengthen the positive impressions children have of diversity by increasing the selection of resources depicting positive images of differences in society.

Inspection judgements

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

Children make good progress in their early years learning and development, supported by enthusiastic staff who know them very well. The educational programmes are planned around the staff's strong knowledge of the Early Years Foundation Stage. Staff have recently reviewed the planning system and are finding the new process much clearer in ensuring that each child's interests are known and used to build on and maximise their engagement. This has evolved effectively as staff work well with parents from the outset, involving them in their initial assessments and any ongoing review of their children's progress. Assessment is accurate and observations are pertinent to each child's rate of development. This ensures that staff can identify any areas for individual children where additional support, attention and extension may be required to maximise their potential. For example, babies and their parents are supported and involved in promoting upper

body strength, balancing and sitting unaided in preparation for early walking. Older children are developing their mathematical understanding, and leaders are keen to extend this particular area of learning. Where children are learning about time, they make cardboard clocks and consider the position of the hands. However, staff have not yet fully explored the use of resources, such as sand timers or clockwork timers, to enable children to gain a visual and audible concept of time spans.

The promotion of children's imagination excels in the nursery. Children excitedly take part in spontaneous show productions, particularly outside. Children declare that 'tonight the winner is.....' and name various other children and staff. A wonderful celebration is experienced as imaginary 'trophies' are awarded to the winners with great aplomb. Great excitement is built up by staff as children share the discovery of the 'snake' with visitors. Peeling back the matting in the garden apprehensively, children point out the sleeping snake, which is actually a discarded piece of rubber hosing. The innate skills of staff are demonstrated when they are sensitive to children's thinking and learning. They take time to decide when to interact and when to value children's independent play. This supports children who become absorbed in their play, often choosing to play alone as staff sensitively acknowledge children's differing learning styles. Children learn about the wider world and undertake a range of visits in the local area to become aware of diversity and differences. Staff are seeking to extend the range of resources in this area to further enhance the inclusive practice within the setting and prompt children to ask more questions about different cultures, languages and disability.

Children are encouraged to explore and investigate their environment. A visiting snail on the paved area outside prompts deep discussion about the speed of movement, the way the antennae help the snail to move and sense the surroundings. This is taken further by staff, who ask children about how safe the snail would be when children are running around and using bikes. The children then carefully use an appropriate container to move the snail to the soil area under the tree so that 'he is safe now'. A recent walk over the nearby de-commissioned railway line was linked to their favourite story as they explored the forest, seeking out the 'friendly monster'. Older children are well prepared for their transition to school as they develop their communication and language skills well. Children chat animatedly about their lives and events in their families, and seek out friends to converse with about their play. The use of sign language and pictorial routines and directions contributes to communication development being effective for all children. They hone their physical skills, negotiating space well on the various scooters and bikes, and take care not to encroach on others' space. Parents are encouraged to share their children's learning and development at home as they fill in the stars and stick them around the rocket display. This is linked to the philosophy of children 'reaching for the stars' in their achievements.

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

Children are very settled and secure in this busy and stimulating setting as a result of the well-established key person system. They develop their independence as they are supported in attending to their own self-care needs and understand the routines for keeping healthy and fit. Babies and toddlers are very well supported in reaching their

physical developmental milestones, engaging the parents in this. They know their children's key person and value the discussions and guidance that are shared daily to keep all informed about their children.

Children's behaviour is managed effectively, particularly as they learn from the positive role models offered by the staff. Children are encouraged to consider the consequences of their actions on others and receive well-targeted praise when they work well. For example, children balance with care on the logs and this is pointed out to them. Their consideration for the snail's safety is also praised, all of which contributes to children developing positive self-esteem and confidence.

Staff encourage children to think about their own safety and that of others. They learn to cross roads and be mindful of hazards when out and about on walks, and understand why running indoors may be unwise. Children's independence is promoted as staff know the children's abilities to manage their own care needs well. Children know why hand washing is important in keeping healthy. Babies and toddlers are supported from an early stage in developing this connection as, for example, their hands are wiped by staff after nappy changing routines. Children's health is further promoted as they enjoy the balanced and nutritious meals and snacks provided, taking account of any specific dietary or medical needs and preferences with due diligence. They become aware of their own portion control as they serve themselves and are guided in trying new tastes and textures with copious praise and support from staff for trying, even if they do not eat it all.

Children make smooth transitions through the nursery because staff work closely with parents to assess the prime time to move them on to the next stage. The move on to school for older children is managed particularly well. Staff have built up very effective relationships with other settings, including having photographs of the various schools, entrances, playgrounds and some teachers that children will see when they undertake their preparation visits. This helps to reassure children of the changes coming in their lives. Younger children are also prepared for additions to their family as staff encourage role play and the bathing of dolls. This promotes children's personal, social and emotional development and builds the partnership with the family.

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

The owners play an active role in the day-to-day operation of the nursery as active practitioners. The owner/manager works with the co-owners to monitor and evaluate practice to ensure that children's learning and development and welfare are effectively promoted at all times. Regular peer observations are carried out and there are checks on staff's observation and assessment records for consistency and accuracy. Where any information is not clear, such as next steps being a little vague, the manager discusses with staff to ensure that they understand how each child is being supported to progress. This ensures that any minor inconsistencies are addressed swiftly. The setting is currently evaluating the recent changes in their planning systems. The views of all concerned are sought, including staff, parents and children.

The management team works well together to ensure that the regulatory requirements are fulfilled. Comprehensive policies and procedures underpin the good practice. Staff are confident as they are familiar with the key policies and undertake training as required to keep abreast of changes to requirements and frameworks. They are confident in their knowledge of the safeguarding procedures in order to protect children and take the appropriate action in the event of any concerns. There are rigorous and robust recruitment procedures in place to assess the suitability of all adults working with the children. Risk assessments are carried out with rigour, covering all aspects of the provision. These are regularly reviewed, particularly in response to any incidents or concerns that may arise about any aspect of the operation of the setting. Staff take any necessary steps to minimise the risk of hazards to children. Where any accidents occur, children receive appropriate attention and first aid, with clear records maintained and shared with parents, who are asked to sign to acknowledge their awareness of the incident. The required procedures are followed to inform Ofsted and other agencies of any significant incidents or injuries as necessary.

Parents speak fondly about the way in which the staff support their children in the setting. They trust the practice to meet the needs of their children and know that children are well cared for and settled. They appreciate the opportunities to share their children's achievements from home, promoting a true sense of children's learning and development being a partnership between home and the nursery. One family has been involved in the adoption of 'Jack the chick' who was hatched in the nursery, under the children's supervision. Parents comment on how staff are 'simply marvellous, going that extra mile to settle children' and that 'the team works with families, actively seeking to learn about children's experiences at home to build into planning'.

The nursery completes the progress check at age two, and parents are being invited in to discuss these summaries that refer to children's personal, social and emotional development, their acquisition of communication and language skills and their physical development. This reassures parents that any concerns regarding these prime areas of development would be identified and supported with timely intervention where necessary. This minimises the risk of any child being left behind as the uniqueness of each child's character is promoted and valued.

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	EY419562
Local authority	Staffordshire
Inspection number	924849
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	38
Name of provider	Twinkle Tots Of Endon Ltd
Date of previous inspection	05/07/2011
Telephone number	01782502257

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. 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, 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.

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

