

Twinkles Nurseries (Wetherby)

Crossley Street Primary School, Crossley Street, WETHERBY, West Yorkshire, LS22 6RT

Inspection date	11/06/2013
Previous inspection date	05/02/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's health and well-being are not sufficiently promoted because medication is not administered at the times requested by parents.
- Staff are not effectively coached, trained or monitored to follow the setting's medication policy and procedures. Therefore, children's welfare is not suitably protected in the event of an illness.
- Staff do not consistently track children's progress well, in order to identify children's individual next steps, aid a smooth transition between rooms or support children to make consistently good progress.
- The lunchtime arrangements do not effectively meet children's needs because they are sat for excessive periods of time waiting for food to arrive and staff do not effectively engage with them during this time.
- Staff do not use self-evaluation to rigorously assess the weaknesses in the setting. Consequently, all improvements required are not yet clearly targeted.

It has the following strengths

- Children are confident and happy in the setting because staff have created positive relationships with children.
- Children freely access both the indoor and outdoor areas because staff ensure they can independently choose where to play and provide them with high quality 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 children in all three base rooms and in the outdoor area.
- The inspector completed a joint observation with the deputy manager of the setting.
- The inspector held meetings with the provider, the manager and two parents.
- A range of documents in each base room were inspected, including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, staff induction procedures, policies, procedures, medication records and the setting's self-evaluation documents.

Inspector

Laura Hoyland

Full Report

Information about the setting

Twinkles (Wetherby) was registered in 2008 and is privately owned and managed. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the grounds of Crossley Street Primary School, Wetherby. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 24 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Professional Status and one with Qualified Teacher Status. The setting opens Monday to Friday, all year round and sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 158 children on roll, all of whom are in the early years age group. The setting provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the medication policy and procedures to ensure parents' written instructions to administer medication are consistently followed
- ensure arrangements are in place to support, coach and train staff to promote children's good health
- review the tracking of children's progress and use this information to inform the planning of children's individual next steps and aid smooth transitions between rooms, to ensure all children make consistently good progress.

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

- develop the lunchtime procedure to ensure children are not sat for long periods of time waiting for meals to arrive and in between courses
- implement a clear improvement plan that will drive forward quality and support children's well-being.

Inspection judgements

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

Children clearly enjoy their time in the setting and are eager to play a range of games with their friends. Children and staff engage well with each other as staff interact and observe children in their play. Observations are clearly recorded and staff use children's interests to plan a range activities on a daily basis. However, due to recent staff changes some children's development files and tracking of their individual progress is not up-to-date and, therefore, staff find it difficult to plan for some children's individual next steps. Some staff have a variable knowledge and understanding of their key children because they are new to the role and are still in the process of ensuring children's files are accurate and updated. The inconsistencies in children's files and tracking of their progress have also impacted on those children making the transition to a new care room. For example, information has not been passed in a timely manner to ensure the new key person of a child has the information required to accurately plan for their next steps and get to know the child well. Staff clearly understand their role and responsibilities to support children's learning and development and it is evident that progress is being made since changes in the staff team.

Children enjoy a range of activities and access high quality resources, both indoors and outdoors, as they independently choose the environment they wish to play in. Children play cooperatively as they dig in the sand, sharing spades and laughing as they play. Older children are given time to play in friendship groups as they splash in the stream that runs through the garden. Staff are close by to supervise and remind children of the rules and boundaries to ensure they remain safe as they play and learn. Younger children are supported by staff to develop their counting skills as they play 'catch' with a ball, counting as they take turns to throw. This supports their mathematical knowledge as well as their physical skills. Babies enthusiastically explore a range of sensory objects while staff sit close to support their investigative skills. Children of all ages are developing attributes that will support them as they move onto their next stage of learning, whether it is to the next room in the setting or to school.

Children are confident communicators and enjoy both speaking and listening. For example, children of all ages listen to stories and enjoy the close contact with staff. Older children engage in a range of conversations and are keen to tell staff what they know. For instance, children create scarecrows using a range of natural materials and dough while talking about what they are creating and their understanding of scarecrows and the natural world. Furthermore, the setting has created a lending library and children regularly select books to take home and read with parents. In addition, parents contribute to children's learning through news' trees, which are displayed in each room. Parents write comments about their child's interests and the activities they have been doing at home, and this enables staff to incorporate this into children's learning in the setting. Parents receive regular newsletters and emails with information about key events and what the children have been enjoying and they are able to access their child's development file whenever they wish. This means parents are encouraged and involved in their child's learning and development.

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

Children are happy and settled and there is a wealth of policies and procedures to underpin the well-being of children who attend the setting. However, these are not always effectively followed. For example, medication is not always administered at times requested by parents and is at times given earlier or later than requested. In addition, staff do not always obtain parents' signatures or ensure there is an effective system to inform parents that medication has been administered to their child at different times. Consequently, this impacts on children's health and well-being in the event of illness.

Staff have created positive relationships with children and this means children have confidence to explore their surroundings. The settling-in procedure is well embedded and supports children to feel safe and secure in the setting. Staff offer home visits to families in order to bond with children in an environment where they are familiar and feel safe before attending the setting. In addition, the gradual settling-in procedure enables staff to discuss children's likes, dislikes and routines with parents. An 'All about me' form is completed when children first start and this supports staff to get to know children and their families. Staff sit close to children and interact well with them, they are well deployed across all rooms in the setting and ratios are maintained to ensure children are safely supervised. There is a procedure in place to support children to transition between rooms, however, this is not fully effective because children's information is not always passed on to the next key person prior to the transition.

Children are learning how to adopt healthy lifestyles because staff ensure they are able to exercise regularly. For example, children are given the opportunity to climb in the garden, use apparatus to negotiate space and balance on the tyres. As a result, children are developing their balance and coordination. Children behave very well and are sensitively reminded of rules and boundaries. For instance, they are reminded to use the slide appropriately and this means they are learning how to keep themselves safe. Snacks and meals are balanced and nutritious and children thoroughly enjoy their food. New menus have been implemented, which sample foods from around the world to develop children's cultural understanding. However, lunchtime does not effectively meet children's needs as they become restless because they are sat for a long period of time waiting for courses to arrive and staff do not consistently engage well with them.

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

The inspection was brought forward by Ofsted following a complaint, which included concerns regarding the administration of medication to children. During the inspection evidence was gathered that showed parents requests are not always closely followed in regards to the times that children are given medication. This impacts on children's welfare during times of illness. Records of medication are not accurately kept and the setting's policy and procedure is not robustly followed by staff. This means children are not effectively safeguarded in the setting and that legal requirements for the Early Years Foundation Stage and the Childcare Register are not met in full. In addition, the complaint

also stated that children's learning and development files were not up-to-date and sufficient to show children's progress. At the time of inspection it was observed that children's learning and development files were inconsistent in their quality, which resulted in some children's progress not being accurately tracked and the next steps in their learning are not planned for effectively at all times. However, staff have started to update children's learning records following a turnover of staff and the management are beginning to audit the planning and development system. The management team understands the importance of monitoring the observation, planning and assessment of children's learning and development and they have a positive attitude to raising the quality.

The premises are very secure and staff ensure that the identity of visitors is checked before allowing them access to the building. Staff have completed online safeguarding training and are aware of the signs and symptoms of abuse. The safeguarding officer has received local authority approved safeguarding training and is aware of the course of action to take if she is concerned about a child's welfare. All staff are subject to a comprehensive recruitment procedure, including obtaining Disclosure and Barring Service checks, to ensure they are suitable to work with children. Staff regularly update their skills through attending training courses and staff meetings. Appraisals are also used to identify their training needs and the management is proactive at sourcing training. However, staff are not effectively trained and monitored in administering medication to ensure children's good health is promoted.

Partnerships with parents and others are well established and staff are proud of their relationships. Parents feel very included in their child's learning and development and find staff caring and approachable. Staff have created positive links with the local schools and teachers are welcomed into the setting to meet children before they move on to school to ensure they are familiar with their new carers. Partnerships with outside agencies are in place and staff welcome advice and support from the local authority.

Staff have a positive attitude to change and reflect on the areas that require development. Staff complete questionnaires and the management team use this information to strive for improvement. Parents' comments are welcomed and staff arrange workshops for parents to participate in and to gather their views on the setting. However, although there is a comprehensive self-evaluation document in place it is not robust in identifying all weaknesses in the setting in order to drive forward carefully targeted improvements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- accurately record any medicine administered to any child who is cared for on the premises including the date, circumstances, who administered it together with a record of parent/guardian/carer's consent (compulsory part of the Childcare Register)
- accurately record any medicine administered to any child who is cared for on the premises including the date, circumstances, who administered it together with a record of parent/guardian/carer's consent (voluntary part of the Childcare Register).

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	EY367786
Local authority	Leeds
Inspection number	922503
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	158
Name of provider	Twinkles Nurseries Limited
Date of previous inspection	05/02/2009
Telephone number	01937 849588

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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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