

# Twinkling Toddlers

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

<b>Inspection date</b>	26/06/2013
Previous inspection date	13/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children make good progress in their learning and development because staff provide them with an interesting and stimulating range of activities both indoors and outside. Regular observations and assessments are effectively used by staff to plan for children's individual next steps in learning.
- Children benefit from warm, affectionate bonds with familiar and trusted staff. This helps children to feel settled and secure within their care and learning environment.
- Partnerships with parents are strong. Information shared between parents and staff ensures that staff are able to meet children's care and learning needs effectively. Developing links with other early years providers promote continuity in children's experiences across the different settings they attend.

### It is not yet good because

- Children's safety is not fully assured because risk assessment arrangements are not fully effective. This is with specific regard to unidentified hazards in the bathroom and the nappy changing area. In addition, procedures for the transfer and serving of hot food are not fully effective.
- There is scope to improve children's communication and language skills through displaying more words in their home languages.
- Self-evaluation and review is yet to be fully developed to ensure all required areas for improvement are identified, prioritised and planned for.

## 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 was accompanied by a second inspector. The inspection was carried out by both inspectors.
- The inspectors spoke with the company directors, the manager, deputy manager and staff at appropriate times throughout the day.
- The inspectors observed children and staff engage in activities indoors and outside.
- The inspectors spoke with children during the course of the inspection.
- The inspectors took account of the views of parents through discussion and from written comments gathered by the nursery.
- The inspectors looked at documentation including children's records, staff records and a selection of policies and procedures.
- The inspectors looked at the self-evaluation form, children's assessment records, planning documentation, evidence of staff suitability, and a range of other records.

## Inspector

Sally Wride

## **Full Report**

### **Information about the setting**

Twinkling Toddlers initially opened in 2008 and re-registered in 2012 as a limited company. It is registered 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 five members of childcare staff, four of whom hold early years qualifications. There is one member of staff who holds a level 5 qualification. One member of staff has an early years qualification at level 4 and there are two who hold qualifications at level 3. There is an apprentice who is currently working towards a qualification at level 3.

The nursery opens Monday to Friday from 8am to 5.30pm during term time. Children attend for a variety of sessions. There are currently 41 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

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

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

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, when and by whom these aspects will be checked, and how the risk will be removed or minimised
- ensure that those responsible for preparing and handling food are competent to do so, with specific regard to the transfer of food into the setting, and checks that take place to ensure food is served at an appropriate temperature.

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

- better promote children's communication and language by displaying more words in their home languages, and invite parents to contribute to these
- extend self-evaluation to ensure all weaknesses in practice are effectively identified, and to ensure strong links between identified priorities and plans for improvement.

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

Children make good progress in all areas of learning and development which prepares them well for their future learning in school. Managers and staff have carefully considered the layout of the large base room to ensure children are able to freely access a wide range of activities and equipment. This supports children's interests and helps them to extend their own learning. Staff make good use of the Development matters in the Early Years Foundation Stage guidance to help track children's development. They carry out regular observations on children, assessing these in order to identify their next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure they are meaningful to children and reflect their stage of development. Weekly planning covers the seven areas of learning, which helps to ensure that children make good progress both in the prime and specific areas of learning. This is also applicable to the planning for children with special educational needs and/or disabilities, which identifies their specific learning and development needs and how these will be supported. For example, through one-to-one interaction with key staff, and activities delivered in small groups. As a result, all children are progressing well towards the early learning goals.

Overall, staff provide good support for children who speak English as an additional language. They talk to them in both their home language as well as English, which helps them develop their communication and language skills. However, there is very little text displayed within the learning environment to reflect the different languages spoken by the

children and staff. This limits opportunities for children to learn that print carries meaning in text other than English. In other respects, staff use good methods to help children learn and make progress. For example, they use open-ended questions and follow children's lead in their play. They give children freedom to follow their own interests and provide them with a good balance of activities, both indoors and outside. This encourages children's natural curiosity to learn and helps them to develop key skills to support them in their future learning. Children's progress is further enhanced because staff share information with parents about how they can help to continue their children's learning at home. For example, they are supported to further develop children's counting skills through the regular counting of objects in the home environment.

Children learn to recognise their names when they select their name card to self-register as they arrive. These also display a picture, which supports younger children in finding their name. Staff help children to learn about letters and their associated sounds during group activities, and model how letters are formed when children make marks. Children learn about numbers, size and colours as they play with the pretend food. They identify which food is big and small which supports their awareness of different sizes. Children are provided with opportunities to develop their creativity and express themselves as they enjoy a wide range of messy play which includes sand, paint and water. They learn about different textures as they add water to sand and use the paint and glitter together. Staff enable children to extend their own learning by giving them plenty of opportunity to develop their own ideas. For example, children are free to add toys, such as cars, into the water play. They learn about volume and capacity as they fill and empty different containers. Staff plan and provide indoor and outdoor activities to promote children's physical development. As a result, children are developing a good range of physical skills, for example, as they use the slide, swings and see-saw in the adjacent park. They develop large muscle control and hand to eye coordination as they play with the skipping rope and large balls.

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

Despite some weaknesses, children's safety is satisfactorily promoted through risk assessment arrangements. They are well supervised by staff, and explore their secure environment freely and with confidence. The staff talk to the children about safety and how they should respond in certain situations. For example, through discussion and practice they are helped to understand the actions to be taken in the event of an emergency evacuation. This helps them learn about risks and how to keep themselves and others safe. Children's health and hygiene needs are promoted to a satisfactory level. Children demonstrate a clear understanding of the importance of washing their hands at appropriate times, and have access to suitable hand-washing facilities. However, at the start of the day staff do not ensure that there are sufficient resources in the bathroom, such as toilet tissue, for children to independently manage their toileting needs. Despite some weaknesses in lunch time arrangements, children are served freshly cooked meals each day, which offer variety and choice, and a range of healthy snacks. Staff take children on daily trips to the adjacent play area. This provides them with the opportunity to expend energy as they engage in physical play, while also helping them to develop an understanding of the effect exercise has on their bodies.

Children are happy and confident and enjoy spending time with familiar and trusted staff. They settle quickly and feel secure because staff are kind and caring, and there is a warm and welcoming atmosphere in the nursery. The environment is conducive to learning and some displays of children's work enhance the nursery and promote children's self-esteem. Each child is assigned a key person who helps them settle and maintains regular two-way communication with their parents. Parents know the identity of their child's key person and a partnership between home and nursery has been developed. Staff obtain clear information from parents about their children's requirements, including details of their routines, individual needs and preferences. Consequently, staff are suitably informed to provide consistent and supportive care for children. Children's transition to school is suitably managed through developing links with local schools. School teachers are invited in to the nursery to visit the children during the summer term, and appropriate information is exchanged to support a smooth transfer for them.

Children develop many of the skills necessary for future life, and make good progress in the prime areas of learning. They form friendships with their peers and staff provide experiences that require children's co-operation and communication. Children gain self-esteem and independence as they make decisions about how they wish to spend their time. Staff promote children's freedom of choice by ensuring that there is a suitable selection of age-appropriate toys and equipment readily available to them. Children behave well. They display good manners and know that they must take turns in their play. Staff are kind and considerate and provide children with positive role models to follow. They encourage children to express their feelings and to consider the impact of their actions on the feelings and well-being of others. Children are motivated to co-operate because staff promptly praise their good behaviour, effort and achievements.

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

This inspection was carried out following concerns raised about adult to child ratios, staff deployment, children's development needs, risk assessment and hygiene. In addition, concerns were raised regarding the registration, safeguarding practice and risks to children's safety. The inspection finds that the provision is correctly registered, having recently re-registered as a limited company. Staff are well deployed and make good use of their time supporting children's learning and development and ensuring that, in the main, children's care needs are met. Adult to child ratios are well maintained and children are appropriately supervised both within and outside of their main base room. However, children are exposed to potential hazards in the bathroom and nappy changing area which have not been identified or risk assessed by leaders, managers and staff. These risks relate to a broken toilet seat and stacked equipment in a disused shower cubicle. Although children are well supervised, which minimises these risks, their safety is not fully assured through thorough checks of the environment. This breaches a safeguarding and welfare requirement of the Statutory framework for the Early Years Foundation Stage, in addition to a requirement of the Childcare Register.

In other respects, children are appropriately safeguarded. Detailed safeguarding policies

and procedures are in place and are fully understood by all staff working within the nursery. They are also routinely available for parents and visitors to view, which ensures they are informed of the action that would be taken in the event of a concern about a child attending. The manager and staff have a suitable knowledge of child protection referral procedures, and also of the known indicators of abuse. Upon arrival at the setting, visitors are immediately asked to sign into the visitor record, and the policy for mobile phone and camera use is explained. Further to this, any personal belongings of both visitors and staff are kept out of children's reach in a store cupboard that children are unable to access. Such practice safeguards children, and meets with the policies and procedures of the setting and requirements of the Early Years Foundation Stage.

The majority of the nursery's other policies and procedures are effectively implemented by staff. However, not all staff are fully informed of agreed practices at lunch time. Hot meals are transferred into the nursery from another setting owned by the same provider. However, storage arrangements of the food during the transfer from one setting to the other are not fully effective, with the potential for chilled items, such as yoghurt, to be heated by the cooked meals. In addition, although a food probe is available to test the temperature of the food before being offered to children, managers and staff are unsure what this piece of equipment is and do not probe the food to ensure it is a suitable temperature for the children to eat.

Overall, leaders and managers follow effective procedures for recruitment, induction and vetting, which ensures all staff are suitable to work with children. The staff receive adequate support through the appraisal and supervision process, and this helps them to identify some of their training needs and contributes towards their professional development. Regular meetings also take place between leaders, managers and staff to review nursery practice. However, the weaknesses found at inspection have been overlooked, which demonstrates that self-evaluation is not fully effective across all aspects of the provision. This is because self-evaluation and review processes to date have focused on identifying positive aspects of practice within the nursery. Less attention has been given to identifying areas for improvement, and for the planning and prioritisation of these to ensure that all legal requirements are met. Nevertheless, good attention has been paid to the monitoring of the learning and development requirements to ensure that all children make good progress from their starting points and through an interesting and stimulating educational programme.

Managers and staff are well aware of the benefits of working in partnership with parents and other professionals. They recognise that these help to provide a quality service, support children's transitions and promote consistency of care. Children with special educational needs and/or disabilities are well supported through close partnership working with the local special educational needs coordinator. Individual education plans are well targeted and implemented within daily activities and routines to ensure children make good progress at their own level. The manager continues to make links with some of the local schools children will eventually move on to, and staff actively try to engage with other providers delivering the Early Years Foundation Stage. They recognise that this promotes continuity in children's early years experience when they attend more than one setting. This applies to some of the children attending who are taken by staff for an afternoon session elsewhere. Relationships with parents are open and friendly and staff

provide them with daily verbal feedback about their children's progress and welfare. In addition, parents are invited in to the nursery to spend time with their children and share their skills and knowledge with others, such as about their home cultures and traditions. Notice boards provide parents with some information about events and experiences provided and planned for their children. This means that parents are better placed to support their children's learning at home and in the nursery. Parents interviewed during the inspection express their satisfaction with the care their children receive at the nursery, and children themselves are happy and content within the familiar environment.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- ensure that all necessary measures are taken to minimise any identified risks (compulsory 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

<b>Unique reference number</b>	EY453851
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	924372
<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>	30
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Twinkling Toddlers Limited
<b>Date of previous inspection</b>	13/05/2013
<b>Telephone number</b>	07581 345192

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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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