

# Twinkles (Leeds) Ltd

5-8 Church Walk, LEEDS, LS2 7EG

## Inspection date

Previous inspection date

24/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children            | 1 |
| The effectiveness of the leadership and management of the early years provision        | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- Children have exemplary support to develop literacy and communication skills through staff's robust understanding and practice, along with support for parents to contribute to this area of their children's learning.
- Children are excited and motivated by the wide variety of stimulating activities that take account of their learning needs and interests. They are very engaged in their learning and make excellent progress, taking into account their starting points and capabilities.
- Children feel extremely safe and secure within the warm and welcoming environment. The highly effective key person and buddy system enables them to form very secure attachments.
- Highly effective partnerships with parents mean that there is a thoroughly united approach to meeting individual children's needs, extending their learning and helping them to develop a vast range of relevant skills for the future.
- Management's realistic evaluation system and highly effective monitoring ensure targets for future development are identified and continuous improvements are made. This ensures the nursery continues to provide superb quality care for all the children.

## 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 in the two playrooms and outside area and observed a joint observation with the manager.
- The inspector held meetings with the manager and area manager of the nursery.  
The inspector looked at children's learning records, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day and through parents' questionnaires.

## Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

Twinkles (Leeds)Ltd was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a renovated building in the centre of Leeds. The nursery serves the local area and is accessible to all children. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one has Qualified Teacher Status.

The nursery opens all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently children attending who are in the early years age group. The nursery offers funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

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

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

- enhance the already excellent opportunities for children who learn English as an additional language, to express themselves in their home language.

## Inspection judgements

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

Children are engaged, confident and extremely eager to learn. The welcoming and creatively resourced environment encourages children's development across all areas of learning exceptionally well. The system for observation, assessment and planning is highly effective. Staff use their observations to identify next steps for children and, along with their known interests, use this information to inform planning with great precision. Activities capture children's interest and support their learning extremely well. As a result, children make rapid progress. The quality of teaching is very high and consistent across the whole of the nursery. Staff have secure knowledge of how children learn and use this to underpin their learning and development across all areas. Staff are skilful in joining in with play sensitively, fitting in with children's ideas. Staff demonstrate they have high expectations of the children. This has a wonderful impact as children show significant confidence in themselves and are widely independent. For example, children are extremely keen when outside with the police dog and police person. They ask lots of questions about the dog and confidently stroke and take it for a walk on their own, while staff and police watch on close by.

Children in the pre-school room demonstrate advanced communication skills. They are able to express themselves effectively and use a range of tenses. For example, when listening to the story about the three pigs, they are very keen to join in and tell the story. Children talk to each other about the story and repeat the tale about the different houses they have built talking about the straw and the bricks, without prompts from staff. Children also express in depth how angry the wolf is as they pull their angry faces and show each other. This prompts staff to extend the activity by asking them to show each other happy and sad faces and they express these by using the puppets of the wolf, and pretend to talk with the puppet in an angry voice. This activity teaches children about their feelings along with the development of their literacy and communication skills, as they talk to each other and tell the story in some parts word for word. Children who have English as a second language receive a vast number of opportunities to feel included as the member of staff at circle time sings the 'good morning' song and says hello in the children's language. Parents also contribute some basic words for the staff to use to their own children. There is scope to enhance the already established opportunities for children to express themselves in their home language and help all children to value their own languages and those of others, for example, by displaying words and pictures of their own language and English around the nursery.

Babies and younger children explore and investigate their environment to find things out. They enjoy cause and effect toys and repeatedly press buttons to make musical sounds. The staff have researched into how babies recognise colours and through this they found that black and white are the first colours that they learn to recognise. So with the staff's expertise they have made an area in the room specifically in black and white. For example, babies can see different size boxes, feel textures and shake plastic bottles filled with black and white contents. Babies are extremely keen to enter this area and learn a vast amount from it, such as sounds, as they eagerly shake the plastic bottles.

All of the children, especially the older children, get extremely excited as they go outside to meet the police puppy, that has been brought to visit as part of the planning about 'people who help us'. As children appeared a little reluctant to talk to police the staff arranged the visit to enhance children's understanding of the people who help. Children became extremely confidently to go up to the puppy, take it for a walk and stroke it, remembering not to put their hands in its mouth. Older children ask the police present lots of questions about how old the puppy is and its name. This teaches children about the local community.

Through the exceptional emphasis placed on working with parents and ongoing partnerships with other professionals involved, children with special educational needs and/or disabilities, and their families, receive first class support within the setting. The special educational needs coordinator and room leaders work in unison with other relevant professionals to ensure the needs of the children are explicitly identified and instructions are strictly followed. As a result of the highly effective implementation of children's individual development plans, all children make excellent progress. For example, parents and children contribute to what children do at home and planning is specifically tailored to each child. Staff listen and record both what children say and like doing and also parents record their own children's interests and what they do at home, in their learning records

and on the noticeboards around the rooms. This ensures that parents are extremely valued and listened to as planning is adapted to meet every child's activities and where they have been. For example, children who visit an underwater museum, get opportunities to talk about their visit and all children are, as a result, excited to talk about the sea and fish and complete displays on underwater activities. This builds on children's self-esteem and helps children to feel valued as they show and talk about their visit with enthusiasm. Parents also write in the learning records and compare where their children's development is and also contribute to the daily diaries.

Information about children's interests and individual needs, gathered by staff from parents at settling visits, ensures staff can build on what children already know and can do. Parents are fully involved in the children's baseline assessments to identify starting points. There is a daily verbal two-way exchange of information between parents and staff to ensure each child's needs are identified and met. Parents add to their children's learning records and also contribute to their own children's planning. This demonstrates they are fully engaged in their children's learning. Staff also ensure that there are extremely detailed progress checks at age two and these cover children's development in the prime areas of learning and all parents contribute to them to ensure continuity of progress in both learning and care.

The children and staff extend a warm and exciting environment where all have fun and are involved in ensuring that everyone enjoys their day in the nursery.

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

Children are extremely happy and settled in the warm and welcoming environment. For example, older children say who their key person is and show an exceptionally strong sense of security and belonging within the setting. They walk around confidently sharing their learning records and showing how they play. Children benefit from a highly effective key person system and visits prior to starting at the setting which enables staff to talk at length with parents about their child. Transition procedures between rooms are also highly successful. Children visit the next room they will be moving to while staff receive a summary of learning and development to ensure provision is continuous and consistent. Staff also compare where the children are in their stage of development and the staff work together to ensure that children are reaching their potential. This shows how well staff know their own children and how important it is for all staff to work together, ensuring that children's learning and development is paramount. Staff are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. The relationship between the key person, the children and their parents is highly effective in ensuring outstanding outcomes for children are provided.

Babies are confident to explore their surroundings, safe in the knowledge they have the support of nurturing staff and feel secure. For example, staff are never far away from babies to give lots of cuddles should they be upset. Older children are happy to express their feelings through discussion. For example, they talk to staff about how happy they are at seeing and touching the police puppy dog and how they know not to put their hands in its mouth and to be gentle and why. Expert staff skilfully listen and discuss this with the

child, enabling them to look forward to a range of exciting experiences.

Children behave extremely well. They learn what is expected of them in this nurturing environment and on the rare occasions when a child's enthusiasm overcomes them, staff quietly remind them about sharing or about being kind to their friends. For example, children are encouraged to take turns when they take the puppy for a walk. Some children want to be in control of the dog and staff explain about other children also wanting to have a turn and children say 'sorry' and give the dog's lead to other children. They learn how to keep themselves safe with the innovative support of staff. The children who play upstairs are extremely careful when walking down the steps, they know to make a line and hold on to the rail. Staff encourage children to learn and develop skills which will support them when they start school. For example, children in the pre-school dress themselves, use the toilet independently and remember personal hygiene practices.

Children enjoy very nutritious, healthy meals and snacks which are prepared and cooked on the premises each day. The cook takes into account children's dietary needs and menus are displayed and parents have contributed to them with both children's likes and meals from around the world. Older children often help to prepare snack and staff use the opportunity to show them how to use a knife safely when cutting bananas. A list of the food allergies and preferences of each child are discretely displayed in each room so that staff are able to check before serving food. Staff sit with the children at mealtimes to act as excellent role models as they demonstrate social skills and create a warm and pleasant occasion. Staff chat with children about what they have been doing and what they would like to do later, maybe after their lunch or sleep. Children have excellent opportunities to gain fresh air and exercise while using the large and excellently organised outdoor play areas. They have plenty of space to run around and use a broad range of exciting play equipment that successfully promotes their physical skills. For example, they can ride on the bicycles; play with the large parachute, wind in and out of the cones and balance on the milk crates. Children of all ages thoroughly enjoy their time outside, playing with their friends and socialising with adults in an extremely inviting environment along with walks out into the community.

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

The manager sets very high standards and staff are fully committed to achieving standards of excellence in all areas. This is demonstrated by the support given to all staff to continue further with their professional development, which has led to all staff holding level three qualification and higher to ensure a skilled and knowledgeable team. As a consequence, the staff feel motivated and valued, and demonstrate high levels of enthusiasm to provide highly effective learning experiences for children. Managers and staff regularly evaluate practice, for example the manager conducts regular peer on peer observations and evaluates each one with individual staff. This ensures that staff are always striving to provide the best support possible to encourage children's learning. These also help to guide staff in where their practice can be enhanced through the identification of further training, which is recorded and staff are enthusiastic to complete. Self-evaluation shows rigorous monitoring of the effectiveness of the setting and feedback

from parents and staff help to drive further improvement. Priorities for future development are precise and well targeted in a desire to maintain the highest standards. The staff team consistently strive for excellence through careful reviewing and action planning.

The inspiring and effective leadership of the nursery team promotes an inclusive environment. Adults and children feel valued and respected, as they play together harmoniously sharing and showing how they play with resources. Children's care, welfare and learning are significantly enhanced by the highly effective way in which the setting is led and managed. Staff deployment is carefully considered, recorded and monitored and there are robust procedures in place to cover staff lunch breaks, sickness or absence.

Detailed policies are in place and are shared with parents. These cover all aspects of the nursery's operational procedures and are implemented by all staff to ensure children's safety and well-being. Parents and staff are asked to read a policy of the month and contribute to this should they feel they have important and relevant input. This ensures that parents and staff are included in all aspects of nursery life and also realise the importance of policies and procedures and the impact of keeping children safe.

Comprehensive systems throughout the nursery safeguard and promote children's welfare and all staff are trained very effectively to recognise any child who may be at risk of harm and take the appropriate action. Children's safety and security is a high priority with staff undertaking regular risk assessments and rigorous daily checks of the indoor and outdoor environments. For example, children tell staff that they know they are checking the outdoor area and that is why they cannot go out until the staff member says it is safe. This ensures that children can play in safe and secure premises. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. All staff undergo a thorough induction programme and their progress is effectively monitored by management through ongoing supervision meetings and more formally with an annual review. This ensures that extremely good working practices are supported from the start so that children receive high levels of care.

Parent partnerships are high on the agenda. Parents are invited to regular events, such as parent evenings; they contribute to planning on a weekly basis and complete questionnaires. For example the staff receive extremely positive praise for the staff saying 'how welcoming and 'pleasant and approachable' they are and 'how well children are progressing especially their speech'. There is a lot of informative noticeboards that are in place that parents requested. For example, staff display 'what does your child do at home'. Parents respond enthusiastically bringing leaflets about where they have been and also photographs of their time at home. Parents then see that planning has been adapted to include what children do at home into everyday activities. This ensures that parents' contribution is deemed as being an essential part of the exemplary flowing of the nursery.

The setting is highly committed to working in partnership with other providers and community groups to ensure that all children receive the support they need and are given enhanced learning opportunities. For example, meetings with school teachers ensure that information about the children's learning and development is shared. This successfully supports children's transition into school.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY458551                 |
| <b>Local authority</b>             | Leeds                    |
| <b>Inspection number</b>           | 926038                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 68                       |
| <b>Number of children on roll</b>  | 29                       |
| <b>Name of provider</b>            | Twinkles (Leeds) Ltd     |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 07739596391              |

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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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