

Twinkle Stars Day Nursery

416 Seven Sisters Road, London, N4 2LX

Inspection date	05/09/2013
Previous inspection date	25/07/2011

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

- Staff are caring and focus well on children's cultural backgrounds and individual needs. This attention helps children to feel valued and settled in the nursery.
- Children enjoy good relationships with staff. Therefore, they are happy and keen to learn and rapidly grow in self-confidence.
- Children enjoy playing in an exceptionally well-resourced nursery. The learning environments that staff plan support children's progress across all areas of learning.
- The manager leads the nursery staff team well. Effective self-evaluation systems are in place to drive continual improvement on children's outcomes.

It is not yet outstanding because

- Staff do not always make the most of opportunities to promote children's literacy skills; for example, in promoting pre-reading skills in the outdoor area or by taking a consistent approach to developing early writing.

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 the children's activities and staff's interaction with them.
- The inspector held meetings with the manager and children's key persons.
- The inspector examined a sample of children's assessment records and planning documentation.
- The inspector examined a sample of the nursery's policies and procedures.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Yasmine Hurley

Full Report

Information about the setting

Twinkle Stars Day Nursery first opened in 1998 and registered with Ofsted in 2001. It is run by the Father Love Trust. It operates from a Caribbean community centre near Manor House Tube station in the London Borough of Hackney. Children use three playrooms and toilets on the ground floor of the premises. An enclosed outdoor play area is available for outside play. The nursery is open each weekday from 8.20am to 6pm, 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll in the early years age group. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early education for children aged three and four. There are five members of staff, all of whom hold appropriate early years professional qualifications.

What the setting needs to do to improve further

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

- strengthen opportunities further for children to experiment with writing and to write their own names, to prepare them as well as possible for the move to school
- provide a variety of posters, signs and labels in the outdoor area to further support literacy development for those children who learn best outdoors.

Inspection judgements

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

Children are well cared for in a welcoming, bright and children-centred nursery. The nursery environment reflects their communities, backgrounds, and family lifestyles. Staff ask parents to complete an 'All about Me' booklet before children start, which includes information about children's backgrounds, what they can already do and their individual needs.

Key persons carefully observe children's achievements and identify the next steps for their learning. All children have clear individual learning plans, which staff regularly review and share with parents. This good practice ensures children to receive tailored support, especially children with special needs and/or disabilities and children learning English as an additional language. In addition, key persons and parents complete a form which lists

important words and phrases in children's home language. These practices help all children make good progress from their starting points.

Staff provide a good range of resources and plan stimulating, interesting activities. They follow children's changing interests skilfully and support children well throughout their activities by using good teaching skills that motivate and foster children's learning. For example, during group time and story time, staff ask children many interesting and useful questions to extend children's ideas. This approach helps children make good progress in their communication skills as they participate in interesting and meaningful discussions. Younger children enjoy sitting with staff, copying actions and learning nursery rhymes which support their language and communication skills. They explore a good range of resources, such as musical instruments, and interactive and sensory toys.

Children's early pre-reading skills are supported well by staff as they help children to understand that print conveys meaning. However, although the indoor environment is rich in text with lots of signs and labels, staff do not reflect this good practice in the outside area for those children who prefer to learn outdoors. Children enjoy drawing and generally, staff help older children to practice writing their names. However, there are some missed opportunities by staff who do not consistently encourage older children to write their name on their artwork, to further their understanding that writing carries meaning.

Staff promote children's early mathematical skills particularly well, seizing on both planned and unplanned opportunities to teach children to recognise numbers, count and subtract. For example, children count the construction pieces whilst staff encourage them to count further by adding more pieces to their models. Children recognise shapes, colours and match puzzles including measuring and calculating using sand, water and dried rice. These activities help children to build skills for their future lives. Furthermore, this complements what children are learning at school. Children play in an inspirational, exceptionally well-resourced outdoor area where they can be adventurous. They play outside at any time during the session, all year round. For example, they tend the flowers and crops they have planted and learn that these need sun and water to grow. This learning extends their understanding of the natural world.

Children immerse themselves in creative and imaginary play, using, sand, water and rice, miniature people, dinosaurs and animals. They show great interest and concentration when taking part in messy play activities. For example, children explore with colour by mixing different colours as they squeeze and watch the colourful mixtures trickle through their fingers and use it to make interesting handprints. Children find this activity very engaging and remain focused throughout. They develop an awareness of others through special events, as they participate in a variety of religious and cultural festivals. Children represent a wide range of cultures and diverse needs and everyone is treated with respect.

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

Children and parents receive a warm welcome from staff and each child has their own key person who helps them to settle. This system helps to strengthen children's confidence and independence. The robust settling-in procedures implemented by staff, help children to form good, secure attachments in the nursery. Children move through the two rooms, according to age and ability. There are effective transfer systems in place between each room. Children have formed good attachments with staff and they seek support when they need it. For example, younger children hold up their arms for cuddles and older children express their needs and wants. Children receive cuddles and reassurance from staff who show tenderness and kindness. They receive praise and support from staff during activities and this helps to build children's confidence. Children learn the importance of taking turns and tidying up after play with support from staff. This knowledge helps children to progress well in their personal, emotional and social development.

Children form positive relationships with staff showing good behaviour and respect towards other children and adults. They play well with other children, share, take turns and are considerate of each other, using words such as 'please' and 'thank you'. Staff remind children of the 'golden rules' during circle time so that children know what is expected of them. Children learn how to stay safe as they practise regular evacuation drills, so that they learn to leave the premises quickly and in a safe manner. Staff follow consistently good hygiene practices to promote children's well-being. Children are encouraged to use the toilet independently and to wash their hands at appropriate times of the day. Staff support and remind younger children by singing with them the song, 'We wash our hands to wash away the germs'. Being competent in these skills helps children make the move to school more easily as they become independent.

Children learn the importance of a healthy balanced diet and regular exercise. Mealtimes are a social occasion and children serve themselves from the bowls of sliced fruit, vegetables. They eat healthy nutritional meals prepared by staff. In addition, the outdoor area has a large selection of fruit trees which helps to promote children's healthy living as they talk about how fruit makes them strong and enjoy picking and eating their own apples, plums, figs and pears. Children are physically active in all weathers and they move safely and climb and balance with confidence. They play outside every day and benefit from trips to the local park and library. This helps children to enjoy the fresh air and exercise as part of a healthy lifestyle.

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

Leadership and management are good and the requirements of the Early Years Foundation Stage are implemented. Staff have a good understanding of each child's progress. The manager monitors the level of planning and assessment for each age group and ensures records are accurate and up-to-date. The established staff team is well qualified, experienced and work together efficiently. The manager implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. Staff have a secure knowledge of the safeguarding and child protection arrangements to

follow in the event of a concern about a child. The premises are very secure and detailed risk assessments enable children to play in a safe learning environment. Management implement comprehensive policies and procedures to ensure the smooth day-to-day running of the nursery. All policies are shared with parents, so they know the expectations for their children.

Effective self-evaluation procedures are in place, which include the views of staff, parents, children and other interested partners, such as advisory early years development workers. The manager leads the staff team well, involving them in staff meetings, appraisals and allocating areas of special responsibility. As a result, they all work as an effective team to drive improvement. Staff have addressed all previous actions and recommendations from the previous inspection. There are clear plans for further improvements. These actions demonstrate the management and staff's determination to keep driving improvement.

Staff have good relationships with parents and others involved with the children. Parents explain that they are kept fully informed of their children's progress through discussions with key persons, parent evenings and feedback sheets. Parents comment how their children are very happy at the nursery and have developed in their confidence and learning since starting there. Management and staff provide good levels of support for children who have special educational needs and/or disabilities. They work closely with specialist providers, such as the speech therapist and psychologist, to provide children and families with the support needed to make good progress in their learning and development.

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	144558
Local authority	Hackney
Inspection number	814080
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	11
Name of provider	Father Love Trust
Date of previous inspection	25/07/2011
Telephone number	020-8802-0550

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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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