

Twizzle Tops Day Nursery

Partyman World of Play, Watford Road, Wembley, HA0 3HG

Inspection date

04/10/2013

Previous inspection date

13/02/2013

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 4

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

- Staff knowledge of safeguarding is poor and means they do not understand their roles with regards to protecting children.
- Planning for children's learning is weak and does not reflect their individual needs, which hinders their ability to make progress.
- At times staff deployment is not effective meaning children are not always supervised well enough.
- Evidence of staff qualifications is not available as staff files are not kept on site.

It has the following strengths

- Babies are settled and secure and are developing relationships with the staff.
- Some of the activities children engage in are fun and support some aspects of their learning.

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 conducted observations of children at play in the nursery and in the play area.
- The inspector looked at children's assessment records and planning documentation.
- The inspector spoke to the manager about the running of the setting and conducted a joint observation.
- The inspector took into account the views of parents of children who attend the setting.
- The Inspector discussed roles and responsibilities with staff.

Inspector

Julie Biddle

Full Report

Information about the setting

Twizzle Tops Nursery registered in 2010. It is part of a small chain of day nurseries in the South East owned by Partyman World Limited. The nursery operates within a Family Entertainment Centre, known as 'Partyman World Of Play' which offers soft play facilities, and includes an outdoor space that has a sand zone, crazy golf, bouncy castle park and go-kart track. The nursery is located in the London Borough of Brent. Children have access to three rooms as well as supervised access to the play centre amenities. There is an enclosed garden available for outdoor play.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 108 children on roll, in the early years age range. The nursery receives government funding for nursery education for three and four-year-olds. The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. If there is demand from parents, a holiday club for children up to the age of eight operates during most school holidays. The nursery employs 12 staff including the manager to work with the children. The staff team includes 11 staff who hold appropriate early years qualifications at level 2 or 3.

What the setting needs to do to improve further

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

- ensure that the safeguarding policy is in line with the guidance and procedures of the relevant Local Safeguarding Children Board
- ensure all staff receive training so they understand the safeguarding policy and their knowledge of safeguarding is up to date
- improve systems to monitor and supervise staff to ensure consistency in delivering the educational programmes so every child makes good progress
- deploy staff appropriately to ensure children are supported and supervised at all times
- ensure evidence of staff qualifications is available for inspection
- improve systems to support children in their move to their next steps in their learning.

Inspection judgements

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

Staff do not adequately promote children's learning and development and the quality of teaching is poor. Staff have some understanding of the learning and development requirements of the Early Years Foundation Stage framework however this knowledge is inconsistent. As a result, the children's learning experiences are not well planned and do not fully challenge them. There are systems in place to observe, assess and monitor children's development. However, not all staff understand their role in this process and consequently do not offer appropriate support to each child. Although staff work effectively with parents to obtain information about children's starting points and/or capabilities this is not reflected in the planning and children's individual learning needs are not effectively planned for. Staff are not all observed to interact positively with the children. Some adults working with the children are observed to spend too much time talking together or standing around. The quality of teaching these individuals provide is weak. As a result, children's development is not as good as it should be, given their starting points. There are occasions where staff deployment is not effective which means children are able to wander away from the lunch table unnoticed, for example.

Some learning does take place during the day. In general, staff engage children with meaningful conversations and use questioning skills to encourage the children to think for themselves. For example, staff ask the children what they use a key for, children are excited as they reply 'starting the car' and 'opening the door'. Children and staff sing familiar songs and staff use this opportunity to ask the children to count backwards. Children repeat 'five, four, three, two, one' before the rocket takes off. Staff encourage children's mathematical knowledge further when they ask children to calculate how many monkeys are left. Younger children have fun as they combine exercise and music singing along to 'head, shoulders, knees and toes' Babies are cared for in a room that is suitable for their needs. The room has soft cushions and rugs, which allow babies to explore in a safe cosy environment. Babies demonstrate they feel secure, they have great fun as they paint with their hands. They use their hands to mix the paint and explore the texture as they splodge it on the paper.

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

Staff have developed secure attachments to the children. In general, the children confidently move around the nursery and make choices from the resources and toys available to them. Overall, when staff talk to the children they praise them for their efforts and achievements. For example, they praise children when they say sorry to their friends. This helps to promote children's self-confidence and positive self-esteem. In general, children behave well and need very little intervention.

Staff help children to develop a healthy lifestyle. For example, the children play in the soft play area where they learn to climb, balance and explore while having fun. The area

provides a safe area for the younger children to climb and bounce. Both of these experiences mean children gain an understanding of their own bodies and how to control them as they exercise. Children are encouraged to develop an understanding of their own safety for example they know why they wear their high visibility jackets in the soft play area. Staff effectively support children in the area and ensure they are on the high frames with the children. However, staff's lack of knowledge of safeguarding issues and procedures compromises children's well-being. In general, the staff remind the children of the importance of washing their hands, before lunch time. Staff talk to the children about the food they are eating and why healthy foods support a healthy lifestyle. Babies are fully supported when they eat their lunch, they sit in suitable chairs some at low tables. Staff help babies to eat and encourage them to use the spoon as they attempt to eat their food.

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

This inspection took place because of concerns about the way staff supervised and spoke to children when they were using the soft play area. The inspection found that the manager was aware of these issues and had started to make changes. She had for example set action plans for staff members with regard to the way they speak to children. She has also arranged for staff to receive training in behaviour management. However, the inspection found that staff have limited understanding of the safeguarding and welfare requirements of The Statutory Framework for the Early Years Foundation Stage. Staffing arrangements and recruitment procedures are in place however, there is no evidence on site to demonstrate staff are qualified and so suitable to work with the children. Staff are not clear in their understanding of their role and responsibilities regarding safeguarding. Some staff do not recognise signs and symptoms that would make them concerned about a child in their care. As a result, they do not have the knowledge to respond appropriately.

The manager is new to her post and has introduced some changes to benefit the children. For example, she has made changes to the menus and has involved both staff and parents in these changes. The manager has worked to meet the recommendations set at the last inspection and has introduced link books to enhance the communication between staff and parents. However, routines at meals times have not changed and children still do not have opportunities to develop their independence at this time. Systems for self-evaluation are developing. Through discussion, the manager described how they evaluate the provision and how changes can be made to benefit the children. For example, staff training to help them understand about allergies. The manager has started to observe staff practice and to gather views of parents to enhance her understanding of the setting and so make the changes needed to benefit the children

The process to monitor educational programmes is not effective and staff are not sufficiently clear why they plan and how the plans need to meet the individual needs of each child. Consequently, the activities are not focused on the individual learning needs of each child. As a further result, children's development is not as good as it should be and there are times during the day they are not sufficiently challenged. Assessment arrangements for children aged between two and three years are developing and staff are

aware of their role in this system.

There are successful methods used to work with parents. For example, staff talk to parents on a daily basis at both drop off and collection times. The staff arrange formal evenings for parents and staff to share the learning and progress of each child. The staff work closely with other professionals to support the children. For example, a positive partnership with a local speech and language therapist ensures children are given encouragement and support as they learn to express themselves. Staff talk to the children about their move to 'big school' and the manager prepared transition reports for the parents to take to the school. This system is in its early stages and does not currently fully support children in their move to their next stage in learning.

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:

- keep and implement a written statement of procedures to be followed for the protection of children. (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children. (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	EY412962
Local authority	Brent
Inspection number	938304
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	51
Number of children on roll	108
Name of provider	Partyman World Ltd
Date of previous inspection	13/02/2013
Telephone number	07943 854 716

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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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