

Twinkle Twinkle Stars Nursery Limited

11 Crown Way, LEAMINGTON SPA, Warwickshire, CV32 7SF

Inspection date	24/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Children enjoy the wide range of activities on offer, particularly in the outside environment, which challenges and stimulates their learning and development.
- Children's independence is promoted from a very early age. This means they become competent at many tasks, such as serving their food and pouring their drinks.
- Children receive good levels of care from a strong and established team of staff in a relaxed and homely environment.
- Purposeful discussions with parents and regular access to their child's assessment record means that they are kept well informed about their children's progress.
- Children's achievements over time are effectively supported. This is because there is a strong commitment to improve the provision through the nursery's ambitious and well-targeted action plans.

It is not yet outstanding because

- Opportunities for staff to recognise each other's areas to develop, and value the strengths and achievements made by one other, are not fully embedded.
- There is scope to extend methods of gathering and sharing knowledge and skills with the other childcare provision in the local community in order to support best practice.

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 and spoke with the managers, staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation of outside play opportunities with one of the managers.
- The inspector looked at documentation, including children's assessments, planning, and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to during the inspection and in information included in the nursery's evaluations and action plans.

Inspector

Lucy Showell

Full Report

Information about the setting

Twinkle Twinkle Stars Day Nursery Limited was registered in 2009 and re-opened in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Leamington Spa area of Warwickshire. The nursery serves the local area and is accessible to all children. It operates from seven rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of child care staff. Of these, 11 hold appropriate early years qualifications at level 2 and above with several currently working towards higher qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational 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 further the good professional relationships through peer on peer observations, which focus on valuing staff's strengths, skills and knowledge and celebrate the contributions made by everyone in the nursery

- develop further the partnership working with other early years providers and professionals, by sharing advice and knowledge in order to provide children with the best possible learning opportunities and environments.

Inspection judgements

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

Children's learning and development is successfully promoted through a good range of activities and experiences. Staff have secure knowledge of how children learn and use this to ensure that they support children effectively. Relevant and important information is gathered from parents when children first enter the nursery. This detail is used to good effect as part of the initial assessments in order to help identify what the children already know and can do. Staff continue to use assessment effectively to identify children's next steps in learning and to plan activities to enable them to make good progress. Children's

development is monitored well because staff track the impact of the experiences provided on children's learning. As a result, staff ensure that there is a variety of interesting activities across the seven areas of learning. Staff complete all required progress checks and share these well with parents. This means that parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used well in order to gain appropriate support at an early stage so that no child is left behind.

Staff recognise the importance of sharing ongoing information with parents about their children's learning. For example, alongside the staff's observations of children, parents are invited to share details about their children's learning at home in the form of 'wow moments'. These are displayed in the entrance. Staff encourage parents to attend open days and special events when they can talk with their child's key person. Furthermore, parents are able to access their child's records of learning and are often given information about suitable activities that they can do at home. This means that information is then used to plan and provide complementary activities so that children's learning is supported well, both in the nursery and at home.

Children enjoy their experiences at the nursery and are eager to engage with staff and peers. The staff's interactions and teaching techniques are positive and show their good understanding of how to encourage and capture children's interests. The environment is used well as children are free to select from the variety of resources on offer, which are suitable for their ages and abilities. The oldest children enjoy a variety of opportunities to enhance their skills in preparation for future learning and moving on to school. They sit intently listening to stories or take turns to 'read' selected books to their friends. Their enjoyment of books extends further as they choose story sacks and use the puppets and props to make the story come alive. They play together well, recreating real or imagined experiences in the role-play area. Children take turns to work the till or to be the customer in the shop and are very careful to keep their money safe. There are good opportunities for older children to learn about numbers, shapes and colours. Children select twigs and place them on the floor in different shapes working out how many twigs they need. They add different objects of varied colours or types into the shapes in order to sort or match.

Staff are skilful in their approach by extending activities following children's interests. For example, when a small group of children notice a ladybird, staff take the opportunity to teach them how to be gentle and kind as they pass it to one another. As they explore, children find several more ladybirds and staff encourage lots of discussion as they compare and spot differences and similarities. This leads on to further activities with children and staff getting out binoculars and magnifying glasses as they hunt for other minibeasts. Others collect leaves and twigs to make a ladybird house. Furthermore, children are reminded about the story sack with the ladybird book, which is then brought over and children play a game to match the ladybird cards with the same number of spots.

There are some wonderful opportunities for younger children who enjoy good interaction with staff and plenty of experiences to promote their development. For example, to help children who are learning to walk, staff place items of interest away from them and hold the children's hands to encourage them to take steps with support and reassurance. The

sensory area and use of natural resources enables children to explore and investigate at their own pace. Furthermore, children enjoy the freedom of accessing activities in different rooms. For example, they enjoy collage and painting in the messy play area and 'cooking' in the role-play kitchen. This means that all children are enjoying a range of experiences throughout the nursery, which support their learning and development well.

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

Children play in relaxed and welcoming surroundings. There are many brightly coloured displays and notices which include many photographs of the children and a wealth of useful information about the nursery and early years practice. There are also many examples of the celebrations for different cultural festivals, which represent the local community. These are used well, showing the respect and value given to differences and help children to feel a strong sense of belonging. In addition to this, there are good opportunities for children to reflect on their successes because there are lovely displays of the children's artwork. As a result, children's self-confidence and pride in their own achievements is supported well. Each of the spaces are set out with good use of the equipment available, which successfully supports children's learning and development. Children are free to select from a variety of resources available and are confident to ask for items which they cannot see.

The key person system is effective in meeting children's individual needs. This means that children feel safe and secure and the close bonds formed with staff promote good levels of well-being. Children's care routines are adhered to, and a clear exchange of regular information between parents and staff ensures that changing needs are consistently met. Movements into the next room and on to school are managed well. Staff share plenty of information with parents and future key persons, and spend time settling children in before a permanent move. Furthermore, for children moving to other settings or to schools, staff visit them and encourage new carers and teachers to come and see the children at the nursery. This means that children are supported to settle with confidence into their new environments.

There is a very positive approach shared at the nursery with regard to children who have special educational needs and/or disabilities. Staff are very focused on ensuring that all children are valued in the nursery, and adapt their practice to meet each child's needs effectively. They maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Furthermore, staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, safe and stimulating where all children enjoy their learning and grow in self-esteem.

Children are showing good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and to take care of the resources and equipment. This practice supports the nursery's risk assessments and helps children to manage their surroundings to ensure safety and minimise hazards. The staff are good role

models and use consistent strategies and age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Children receive gentle reminders during play so that they clearly understand expectations, and how to conduct themselves appropriately.

The outdoor and physical play opportunities help children to understand the importance of fresh air and exercise. There are bikes, cars, balls and hoops, which children share well with their friends as they take turns and swap equipment. They negotiate around one another as they go up and down on the grassy mound and help one another to build paths with the crates. There are some good opportunities to dig and plant or sit in the covered area to enjoy quiet activities if they wish. They play with the sand and water using the tools with confidence and at their own pace as they explore their environment. In addition to this, staff introduce younger children to sharing and taking turns and encourage 'good listening' with parachute play. Children are very excited and say 'Ready...Steady...Go' as they copy the staff to run underneath while others hold it up high.

Children are developing good independent self-care skills. Many use the toilet with confidence and ask for help if needed, while those in nappies are taken care of effectively. At snack and meal times, children serve their own food and pour their drinks, with a member of staff at hand to help. Children enjoy sitting together sharing stories and daily news as they eat their freshly prepared and nutritious meals. These opportunities help children to make good choices and promote children's understanding of their own health and dietary needs. They enjoy regular outings to the shops and around the local area. These experiences help children to become more aware of their surroundings and develops their confidence and understanding of the world around them. Furthermore, this secures their future learning and ensures that they are developing independence and skills ready for the next stages in their learning.

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

Children learn and develop well, and are kept healthy and safe. This is because staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding is good because staff have robust understanding of procedures to follow. All staff have updated training and have a clear process to be implemented, which is clearly understood. The detailed policies in place include whistle blowing, dealing with allegations and the use of mobile phones and cameras. Furthermore, these procedures are reinforced by posters and information displayed throughout the nursery. These add clarity so that all adults on the premises understand their responsibilities in protecting children.

There is a broad range of well-written and effective policies in place to support the management of the nursery and staff's clear knowledge demonstrates a significant level of understanding of the procedures to follow. For example, staff are deployed effectively to ensure ratios are maintained at all times and children are supervised and supported well. Safety is promoted further through robust arrangements for assessing any risks to

children, with checks carried out on a daily basis. Effective procedures are implemented whenever new staff, volunteers or trainees are recruited. This includes thorough background checks and induction arrangements. This ensures that children are cared for by suitable and knowledgeable staff.

Appraisals encourage staff to reflect on the ongoing quality of their practice with the children. Furthermore, the management ensures that regular training is provided to improve the skills of the workforce. Staff cascade information from training and early years events to extend team knowledge and skills. However, there is scope to enhance staffs' professional development by observing and evaluating each other's practice within the nursery, in order to have a greater understanding of the different roles and responsibilities. Links with other providers and professionals are not fully exploited to provide staff with networking links and shared skills in order to help all children to access the best possible learning opportunities and environments.

Staff are fully aware of the importance of assessing and monitoring the planning and delivery of the educational programmes, and seek advice and guidance effectively. For example, they work well with their local authority advisory team, to share ideas and identify best practice, and use quality audits as a welcome support. The valued opinions of parents and staff are collated, and are then used to complete evaluations and action plans. As a result, the nursery is focused on the priorities for development, in order to continue to improve the nursery for the benefit of children and their families. All parents spoken to during the inspection are very happy with the nursery. They particularly like how approachable, open and honest all the staff are and how they know their children well. They also feel that the nursery is very welcoming and homely and that all staff are very caring and are dedicated to the children.

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	EY463707
Local authority	Warwickshire
Inspection number	917845
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	76
Name of provider	Twinkle Twinkle Stars Nursery Limited
Date of previous inspection	not applicable
Telephone number	01926 730124

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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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