

Twisty Tails Nursery Limited

25 Sheaveshill Avenue, Colindale, London, NW9 6SE

Inspection date	20/05/2013
Previous inspection date	11/04/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- Staff record some key words in children's home languages, providing opportunities for children to use their home language within their play and learning.
- Children of all ages have fun as they play in the garden, where they are able to practise their physical skills.
- The staff provide a warm and welcoming environment for children.
- Children are developing their independence skills as they take on suitable small responsibilities at lunch time under the encouragement of staff.

It is not yet good because

- The systems for supervision and continuous professional development are not fully effective. This leads to some inconsistencies in staff practice.
- Assessment and planning systems are not fully effective and the educational programme is not monitored closely. This means that some children's individual learning needs are not fully planned for.
- Some parts of the day's routine are not planned for sufficiently. As a result staff do not fully support and challenge some children at these times.

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.

Inspection activities

- The inspector observed activities indoors and outside.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and children's records.
- The inspector held meetings with the nursery manager, deputy and the owner of the nursery.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation during lunchtime with the registered person.

Inspector

Catherine Greene

Full Report

Information about the setting

Twisty Tails Nursery registered in 2010 and is registered on the Early Years Register. It is based in an extended house in a residential area of Colindale in the London Borough of Barnet. There are four group rooms available to children and there is access to an enclosed garden for outdoor play. The nursery has a ramp to the front of the premises to facilitate wheelchair users. The nursery is open each weekday from 7.30am to 6.30pm all year round. Children may attend for various sessions. Children aged two, three and four are in receipt of government funding for early education. There are currently 38 children on roll in the early years age group. The nursery currently supports children with English as an additional language. There are eight members of staff employed within the nursery, including the manager. All staff hold appropriate qualifications.

What the setting needs to do to improve further

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

- develop the arrangements for the supervision of staff and monitoring of their professional development to ensure consistency of practice
- develop the use of assessment and monitoring of the educational programme to plan a broad range of experiences to help all children make progress.

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

- review planning of the day's routines in order to support and challenge children fully at all times.

Inspection judgements

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

Staff have a generally sound understanding of how to promote the learning and development of the children using the Early Years Foundation Stage framework. They have a satisfactory understanding of children's individual stages of development. Staff share information about children's development with parents, through conversations and using children's learning journals. Parents report that they feel involved in their children's learning and that they are meeting with staff to complete the two-year-old progress checks. Most children are working at the expected level for their age. However, systems for observations and planning for each child's individual needs and next steps are at an

early stage and there are inconsistencies in how staff implement these systems. This means planning does not always focus on individual children's interests and aptitudes and monitoring of the staff's assessment system is not rigorous.

After lunch pre-school children join the younger children in the baby room for a quiet time and rest. However, for the children who are not sleeping there is little for them to do and as a result, activities are limited. Later, the same children happily engage with their friends in the pre-school room, playing an imaginary game in the home corner and talking excitedly about making lunch with the home corner food as they count what is in their basket with an attentive member of staff.

While children are in their main group rooms, staff use their knowledge of children's skills to plan some interesting activities. The nursery has an outdoor space that the children use daily. Children have some free flow play outdoors during the morning and afternoon sessions when they can choose to go out to play. The older children are excited and happy as they play in the garden. They confidently ask staff for their favourite scooters and buggies from the shed. They talk excitedly about the equipment they want to play with and the games that they like to play.

Babies have some interesting toys on the floor, which encourages them to move and reach to find out what else they can play with. Toddlers enjoy using crayons and pencils and there are books for the children to look at. Staff members read books with babies and toddlers who are excited to find out what will happen on the next page. The small group in which this happens means that children are supported and develop their interest in books well.

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

Children and babies are confident and form strong bonds with their key person. Parents know who their child's key person is through conversations with staff and from displays. This system helps in developing children's well-being and independence during most periods of the day. The key person system also supports children to generally settle quickly when starting in the nursery.

Children are cared for in a safe and secure environment. They have positive relationships with staff. They are learning to cooperate with each other and generally behave well. Staff show children appropriate behaviour by modelling it themselves and explaining rules. For example, when children are taken outside, staff remind them of how to behave to keep safe on the way out, and while outside. This explanation gives children a clear understanding of what is expected of them, as they learn how to keep themselves and others safe. At times when children are finding it hard to share or show challenging behaviours staff work closely with parents to address any underlying issues. Parents are open and appreciative of this supportive approach.

Adults prepare children for what is happening next during the day and promote their independence and choice. For example, they readily find their seats at the lunch table,

and pour themselves additional drinks of water. They help tidy away after lunch as they clear their own plates. Children are developing an understanding of the importance of a healthy diet as they enjoy healthy snacks and cooked lunches. Children are confident to try new tastes and textures and are encouraged to enjoy their food as they sit together with staff. Appropriate measures help to keep children healthy. This includes staff clearly advising parents about the procedure to follow for how long children should stay off if they are unwell.

Babies, toddlers and some older children sleep after lunch. Staff members sit with the children and sooth them if they wake. The sleep time is calm and relaxing and the children wake without distress and quickly continue to play. Overall, the routine of the day meets children's needs appropriately. However, the lack of planning for older children for a period after lunch gives fewer opportunities for staff to develop children's well being and support play experiences overall at all times of the day. The staff have developed some links with a local children centre and a primary school that some children will move on to. They talk to the children about school and use books and topics to prepare children. This liaison supports the children's readiness for school as they move on from the nursery.

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

The provider shows a satisfactory understanding of how to meet the requirements of the Early Years Foundation Stage. The manager and deputy take responsibility for monitoring and evaluating the curriculum and planning of activities to make sure children's learning and development needs are being met. However, this fails to identify some weaknesses in observation and planning and inconsistencies in how staff implement these. Staff work hard at the nursery, and understand how their work supports the children in their care. They show commitment to continually improving the provision for the children. The provider spends some time in the nursery in order to understand what is working well and what areas require improvement. He has some systems in place for promoting staff's professional development such as enabling staff to attend further training at intervals. However, systems to identify how these development needs are progressing once identified are less successful. There are weaknesses in the appraisal systems to support staff in making the improvements they have identified in their self-evaluation and supervision meetings. As a result there are inconsistencies in staff practice.

The nursery has a varied range of policies and staff implement appropriate procedures to ensure the safety of children. Some carefully selected policies are displayed for parents along with photographs of staff and their individual responsibilities in the nursery. This is effective in helping parents know how their children are kept safe and who is responsible. The safeguarding policy for the nursery is thorough. It includes information on what to do if an allegation is made about a member of staff, and covers the use of mobile phones and cameras within the nursery. Staff have a clear understanding of what to look for and how to proceed if they are worried about a child's welfare.

Staff carry out some appropriate self-evaluation to identify priorities for improvement,

such as assessments of the nursery's indoor and outdoor learning environments. This has resulted in changes to the layout of activities and purchase of additional resources, which improves children's play and learning opportunities. Parents are encouraged to contribute information about their children's interests, backgrounds and developmental starting points.

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	EY417089
Local authority	Barnet
Inspection number	917749
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	38
Name of provider	Twisty Tails Nursery Limited
Date of previous inspection	11/04/2011
Telephone number	0208 6170422

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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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