

Twinkle Totz Day Nursery LTD

Rectory Park Avenue, NORTHOLT, Middlesex, UB5 6SQ

Inspection date

Previous inspection date

09/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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 use a wide range of good quality resources, enabling them to make independent choices and supporting their interests and learning effectively.
- Partnership with parents is at the heart of the nursery's aims. Good relationships develop with parents enabling them to make an effective contribution to children's learning.
- A well-established key person system helps children to form secure attachments and promotes their well-being effectively.
- The registered provider oversees and supports the staff team well. She works closely with the new manager to ensure the provision continues to develop to benefit children's care and learning experiences.

It is not yet outstanding because

- Although the nursery has a good range of books, staff do not promote this resource fully to encourage children to be interested in looking at books.
- Staff do not always give children clear instructions at the start of focused activities to ensure they listen fully and understand the task.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent the majority of inspection time observing children in the nursery and garden as they played.
- The inspector sampled children's information and development records.
- The inspector had discussions with the manager and registered provider throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector discussed the nursery provision with some parents.
- The inspector and manager completed a short joint observation.

Inspector

Jennifer Devine

Full report

Information about the setting

Twinkle Totz Day Nursery Ltd registered 2013 and is one of five provisions owned by a private provider. It operates from a refurbished community centre in Rectory Park Northolt, in the London Borough of Ealing. It opens each weekday from 9am to 12 noon during term time only. Children have access to an outdoor play area. There are currently 13 children in the early years age range on roll. The nursery currently supports children learning English as an additional language. It is in receipt of funding for the provision of free early education for children aged two and three years. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are six staff working with the children, who all have appropriate qualifications. Of these, four are working towards further qualifications, including management skills and early years professional status.

What the setting needs to do to improve further

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

- enhance staff's knowledge of promoting the learning and development of children during small group activities to fully support children's concentration and listening skills
- create more opportunities for children to develop an interest in looking at books and taking part in story sessions.

Inspection judgements

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

The whole staff team has a good understanding of the Early Years Foundation Stage. Overall, staff are secure in their knowledge of how to promote the learning and development of young children. Staff set up the play room in the morning with a broad range of interesting activities. They ensure the resources include ones which they know children are interested in and promote all areas of learning. Children arrive and settle down to explore the environment through their choice of play. Children thoroughly explore the 'home' area and spend long periods of time busy with their imaginative ideas. Staff resource this 'home' environment well with real food and real life, everyday objects. This approach encompasses other areas of learning, as children write messages, handle and open pots of herbs and count vegetables.

Staff are particularly aware of supporting children to extend their early language and communication skills. They provide a running commentary as children play, which

encourages children to repeat words. Staff help all children's communication by using picture boards to support them in choosing the songs they would like to sing. Staff plan time during the morning for focused group activities to support specific identified areas for children's learning. However, staff do not always make sure that they give children clear guidance at the start of these activities so children learn how to listen carefully. In the quiet area there is a selection of good quality books. However, staff do not fully use this resource by spending time to encourage children to use books and learn about the importance of storytelling. This slightly limits the development of children's early literacy skills.

Staff have a good understanding of observing children's progress and use effective planning systems to ensure children's individual needs are met. Staff maintain children's individual learning records well. The records contain information from parents on children's starting points, an initial settling-in assessment by the key person and tracking documents to support future plans for each child. A system for assessing the progress of two-year-old children in the three prime areas of learning has been introduced and staff share these checks with parents.

Children who speak English as an additional language are supported well as staff obtain key words to help children settle. The environment contains print and reflects other key languages to support children's early recognition of words. There are suitable systems to support children with special educational needs and/or disabilities. All parents have regular opportunities to meet with staff to discuss children's achievements and progress.

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

The key person system is embedded into practice and results in good relationships with parents from early on and support for children to settle quickly. The nursery staff offer home visits prior to children starting to offer extra support to deepen these partnerships. As a result, children develop close relationships with their key persons to receive lots of reassurance in their early days. Most children arrive happily at the nursery and confidently wave goodbye to their parents or carers. Staff are aware of the few children who find the separation process more difficult and support parents and children, knowing what helps each child to settle.

Staff foster children's personal social and emotional development well; consequently, children begin to form friendships and play together. Staff manage children's behaviour well and use positive strategies to deal with any minor issues that may occur. As a result, children develop a good understanding of how to manage their own behaviour.

Staff record and know about children's specific health and dietary needs, including allergies. Children learn about healthy lifestyles and follow good hygiene practices when washing and drying their hands before snack or after toileting. Children's independence and self-help skills flourish as they select from a choice of fruit or crackers and pour their chosen drinks. Children have opportunities to play in the garden during the morning and they thoroughly enjoy this time outside. The nursery makes effective use of a small

grassed area and a paved area where children can ride the tricycles. This approach supports children's physical health and well-being.

Children's safety and well-being has high priority as they play in a safe and secure environment. Staff are vigilant and supervise children very well. Children learn to take full responsibility for their own safety and that of others and are able to move around the nursery safely, confidently and independently. They learn the rules of the nursery, such as not running indoors. Children take part in regular fire evacuation practices, which staff use to teach them about the importance of getting out the building safely and calmly.

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

The staff team understands effectively the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff understand and implement the nursery's clear policies and procedures consistently. Staff know and understand their responsibilities for safeguarding and have received safeguarding training so they may respond to any concern about a child. All staff have a first aid qualification which means that they are able to respond to children's needs effectively. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed at the nursery. Comprehensive risk assessments cover all aspects of the premises so that staff keep children safe.

The registered provider and manager are committed to continually monitoring the nursery and how staff are working. They recognise and value the importance of self-evaluation. Staff take advice from the Early Years team to implement action plans, which they achieve over a period of time. Staff are supported well by good systems for supervision and identification of training needs. Staff are enthusiastic to continually up date their professional development and this has a positive impact on the children's learning and development.

Partnership with parents is embedded particularly well into the nursery's ethos. The provider places great value in ensuring that parents develop a sense of belonging to the nursery and can contribute to the well-being of their children. Parents receive a wide range of information to ensure they are well informed about how the provision operates. Staff keep them informed about their child's progress, achievements and daily experiences. Parents speak highly about the nursery and the staff team. Comments from parents indicate they are happy with the service provided. The nursery is very much part of the community. Staff share good relationships with local schools, other professionals and local groups, which support children's continuity of care.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463981
Local authority	Ealing
Inspection number	919746
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	13
Name of provider	Twinkle Totz Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	07867557383

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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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