

# Twinkletotz Day Nursery Ltd

22 Green Drive, SOUTHALL, Middlesex, UB1 3AZ

<b>Inspection date</b>	18/12/2013
Previous inspection date	09/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Partnerships with parents are very good and this ensures that children settle well and feel that the nursery is a second home.
- The staff team know the children well and are able to ensure that their individual needs are well met.
- Children learning English as an additional language are very well supported because there is a wealth of languages spoken within the staff team and they talk to children in their home language when they are settling in.
- The environment is rich and stimulating and enables the children to learn from first-hand practice and experience.
- The outside area is very well organised and supports the development of skills across all areas of learning.

### It is not yet outstanding because

- Adults sometimes miss opportunities to extend children's language by using open-ended questioning.
- The use of name cards and short three letters words is not consistently promoted to enhance children's knowledge of word building and writing skills.

## 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 held discussions with staff members.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector talked with parents and considered their views.
- The inspector had a discussion with the manager.
- The inspector sampled a range of relevant documentation including children's records, assessment and planning documents and some policies.
- The inspector observed children's activities, resources and displays.

## Inspector

Lena Engel

## Full report

### Information about the setting

Twinkletotz Day Nursery Ltd is one of five day nurseries run by Twinkletotz Day Nursery Limited. It registered in 2008 and operates from Southall Park Children's Centre, in the London Borough of Ealing. Children have access to an enclosed outdoor area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll aged from two to four years, and the nursery is in receipt of funding to provide early education for children aged two, three and four years.

The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities. The nursery currently supports children who speak English as an additional language. A team of six members of staff work at the nursery, of these four staff hold relevant early years qualifications.

### What the setting needs to do to improve further

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

- continue to improve adults' use of open-ended questioning to support children's language
  
- extend the use of name cards and simple three letters words to support children's writing skills.

### Inspection judgements

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

Staff welcome and include all children in this bright and well-organised nursery. They provide well for children's needs through careful planning and great attention to children's interests and skills. Children enjoy a range of exciting activities based on all areas of learning, and there is a good emphasis on developing children's personal, social and emotional needs. Children are free to create their own play as they select from a variety of stimulating resources. For example, they select police and workmen's overalls to bring their stories around the wooden train set to life. Similarly in the home corner children learn to peel and cut real fruits and vegetables to prepare them for a make-believe play. As a result, children make good progress towards the early learning goals and are supported well by adults to develop a range of physical and creative skills.

Children also learn to count when they make a sequence of balls at the dough table and to

compare shapes and sizes with a good selection of mathematical games, matching cards and jigsaw puzzles. Staff support children well to learn new vocabulary and develop language skills. For example when they explore the natural objects they gather in baskets from their walks in the park and when they experiment with foamy water, squeezing it through cloths and sponges and swirling it around. Staff involve children well in conversations and encourage them to listen and respond. However, staff sometimes miss opportunities to question and extend children's language effectively during certain routines such as snacks.

Staff ensure that children have good support to practise writing skills at the mark making table and they learn to recognise and write their own names. However, staff do not always extend this to encourage older children to write simple three letter words. Children listen well to each other as they play group games, and many creative activities are designed so that children cooperate, sharing large sheets of paper to paint outside or on the floor indoors. Children express their interest and excitement when parents come to read a story to them each week. They show that they are self-confident, and that they respect each other. All activities help children develop essential social and intellectual skills to be ready for their eventual move to school. Staff provide well for children who have special educational needs by working closely with other professionals involved in the children's care and learning. For example, they use advice and information offered by speech therapists to plan individually for the children. Children who learn English as an additional language make good progress because staff speak many languages with them and support their learning by using visual resources and dual language books. Children practise balancing, climbing and moving in different ways in the well-designed and resourced outdoor area. There is a flowerbed containing scented plants to help children develop sensory awareness. Along with this, there is a digging area for children to plant and watch things grow so that they develop an understanding of the life cycle of plants.

Staff have very good knowledge of children's abilities because they carry out regular observations and keep samples of their work and skills. They use assessment information effectively to meet the individual needs of children. Staff complete progress checks well for children aged between two and three years and provide parents with written summaries to keep them informed of their child's development. Parents are encouraged to attend healthy eating and cooking sessions with their children. They also receive information and guidance about the curriculum as well as ideas about how they can support their children's learning at home. Staff enrich children's learning by taking them on visits to places such as the Sikh Temple, the adjacent park and the local farm.

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

There are very positive relationships between staff and children and staff interact warmly with them. As a result, children are content and secure and move confidently in the nursery, making choices about what they want to do. Staff spend time finding out about children's interests and skills. This results in them meeting children's needs well and promotes children's well-being. Children demonstrate that they are familiar with the daily routines and they benefit from the use of a visual timetable to support them to know what

will happen next. Staff support children very well to learn to be thoughtful and to handle tools safely. They hold scissors securely while cutting paper and dough, and when they use real knives to cut carrots in the home corner.

Children develop strong independence skills when they serve themselves at snack times and lunch and pour their own drinks. Children enjoy healthy, appetising meals and snacks, and staff cater appropriately for any special dietary needs. The children develop healthy habits by taking fresh air and physical exercise on a range of challenging equipment each day in the outside area. Children have good self-care skills, such as using the toilets and hand washing, and they learn to put on their own coats and aprons. Staff follow good hygienic nappy changing procedures so children feel comfortable and there are reduced risks of cross infection.

Staff manage children's behaviour effectively and they encourage them with the 'Golden Rules' for good behaviour in the nursery. These rules focus on simple principles for good conduct, including listening, sharing, taking turns and walking indoors. Also children behave well because staff use praise to encourage positive behaviour and have clear expectations for the children. They talk calmly to the children and offer clear explanations for why certain behaviour is not acceptable. Staff prepare children well for school by talking with them about it. They also offer workshops to parents about how they can help prepare their children for school. There are good relationships with local schools and children transfer to them successfully. The nursery environment is very well organised and resourced. Staff teach children about different cultures by celebrating festivals and by sampling food from around the world.

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

Children's safety is of high importance in this well-organised and well-run nursery. The staff carry out thorough risk assessments covering all areas, resources and equipment, including for outings to help protect children. Staff have very good knowledge of safeguarding matters and are fully aware of procedures to follow if they have concerns about children's welfare. All staff have first aid training and they implement a range of robust policies and procedures to keep children protected from harm. Staff are vetted comprehensively for their roles to make sure they are suitable to work with children and this helps keep children safe. Staff have good opportunities to develop their skills by attending a range of training courses. Their individual needs are identified through yearly appraisals and they attend a variety of courses to improve their skills and enhance outcomes for children. For example, training focused on working with two-year-old children has improved the staff's knowledge and planning for this age group. Management supervise staff regularly and this helps them identify any areas of underperformance. Support, coaching and training enable staff to work successfully and promote children's learning and development effectively.

Management has good insight into the quality and consistency of planning and assessment. This is because they carry out spot checks on assessment records and

learning plans. They also spend time in the room observing staff and have recently implemented a system of staff observing each other to learn and support best practice. Children's files show that they make good progress from their starting points towards the early learning goals.

Partnerships with others involved in children's care and learning are good. For instance, links with the children's centre ensure that parents and children are receiving strong family support when they need it. Partnerships with community health professionals support children with special educational needs and/or disabilities well. The nursery is working well to meet the needs of children. It has a good ability to maintain this in future to improve the care, learning and development outcomes for 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	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

<b>Unique reference number</b>	EY424036
<b>Local authority</b>	Ealing
<b>Inspection number</b>	816572
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Twinkle Totz Day Nursery Limited
<b>Date of previous inspection</b>	09/08/2011
<b>Telephone number</b>	07867 557383

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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