

Twinnie Day Nursery

Abbey Road, Belvedere, Kent, DA17 5DE

Inspection date	20/01/2014
Previous inspection date	15/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff's understanding of safeguarding is thorough and the extensive policies and procedures they implement fully enhance children's safety and well being.
- Staff continually review and enhance their practice through effective self-evaluation systems to ensure positive outcomes for all children.
- There is a wide selection of resources available that promote all areas of children's learning effectively. These are stored at low level enabling children to make choices independently.
- Staff plan well for children's individual needs through effectively assessing their stage of development and planning further activities to challenge, interest and enhance their development further.
- Effective partnerships have been established with parents, which support them to be involved in their child's learning at home.

It is not yet outstanding because

- Although the nursery has some print in other languages and celebrates some festivals to extend children's understanding of diversity these do not fully reflect the home languages and religions of children currently attending.
- There are few opportunities for children to see print in meaningful contexts to enhance their understanding of letters and words.

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 checked evidence of safe recruitment, self-evaluation systems, ongoing professional development of staff and safeguarding processes.
- The inspector looked at a sample of children's observation and assessment folders and at planning systems.
- The inspector observed children enjoying child initiated and small group activities in the indoor and outdoor areas.
- The inspector looked at a range of documentation including accident and medication records, attendance documents and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lara Hickson

Full report

Information about the setting

Twinnie Day Nursery Ltd registered in 2013. The nursery operates from single storey premises in the Belvedere area of the London borough of Bexley. Children have access to three group rooms and an enclosed outside play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 38 children on roll in the early years age range. The nursery operates from Monday to Friday between the hours of 7.30 am and 6.30 pm, all year. They have the facility to operate a breakfast and after school club and holiday play scheme for school aged children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There is currently a team of eight staff, the majority of whom hold appropriate childcare qualifications to level two or above. The nursery manager has Early Years Professional Status. They provide funding for the provision of free early years education for children aged two, three and four years old.

What the setting needs to do to improve further

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

- extend opportunities for children to investigate families, traditions and languages by encouraging further parent involvement to share home languages and religious festivals

- maximise opportunities for children to see print in meaningful contexts to further support their literacy skills.

Inspection judgements

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

Staff demonstrate a good knowledge and understanding of how to promote children's progress and development. They plan a good range of activities and experiences that cover all the areas of learning and provide suitable challenges that take into account children's individual interests. Staff interact well with children and effectively extend their learning as they play.

Staff competently assess where children are in their development, using a national guidance document, to identify their next steps in learning and to plan activities that support further progress. A key person system is in operation and works well to meet

children's individual needs and enhance their development. When children start at the nursery, their starting points are identified through liaison with parents and from initial observations made by staff. Individual plans take into account the next steps highlighted from observations and assessment of children's development. If required staff work with outside agencies to support children with any identified needs or if a concern is highlighted from observations or discussions with parents. As a result, children make good progress from their starting points. Comprehensive developmental folders are in place for all children. These contain information about how each child is progressing across all areas of learning and how staff can encourage the next steps in children's individual development. The robust observation and assessment systems enable staff to plan effectively for children's individual developmental needs. These include thorough progress checks for two-year-old children, which are shared with parents. Comprehensive tracking systems are used to support children's progress and development and identify any gaps in their learning.

Children's communication and language skills are enhanced well. Staff effectively use non-verbal actions, gestures, and introduce and repeat new words continually to extend communication and vocabulary. Staff sit with children at activities to extend their play and learning and use lots of open-ended questions to help extend their vocabulary and language development. For example, children are introduced to the concepts of colours, shapes, size and names of different objects during stories and discussions at carpet time. During routine activities such as nappy changing staff talk and sing to children continually, encouraging and praising their responses. For example, staff delight when babies start to respond to popular rhymes by copying an action such as clapping their hands. Children's involvement in stories is supported well by staff and this really enhances their language and vocabulary. For example, when children cannot remember the colour brown staff whispering the initial sounds 'br br' prompt them to remember. Children excitedly call out the correct colour and are praised enthusiastically by staff. Support for children who learn English as an additional language is generally good. For example, parents are asked to provide key words and phrases in a child's first language and staff use these to communicate with children initially to help them settle in.

Staff enhance children's personal, social and emotional development effectively. For example, children's social skills are promoted extremely well through staff encouraging good manners and interaction with each other. Children are supported to share and take turns during activities and during the daily routines. They develop confidence and positive self-esteem, receiving enthusiastic praise from staff as they attempt new activities or achieve new skills. Staff's positive reinforcement of new skills encourages children to attempt further skills.

Children's physical skills are enhanced very well in both the indoor and outdoor environments through the wide range of outdoor play equipment. These include balancing apparatus, a selection of cars and tricycles, hoola hoops and push along toys. Children are encouraged and supported to develop their coordination, balance and small and large motor skills. For example, staff hold children's hands as they walk along the balancing beam and show them how to make tricycles move by pressing down on the pedals. Babies enjoy using push-along walkers and moving around low-level furniture, receiving support from staff to develop their independent walking skills.

Staff use different activities well to extend children's counting skills and to help them recognise colours, numbers and shapes. For example, during a traditional story about three bears, children are encouraged to discuss size, colours and to count objects in the story. Children use mathematical language well in their play. For example, a three year old gives some medicine to a doll and counts '1, 2, 3' as she gives the doll three spoonfuls. Staff reinforce counting and numbers well during carpet time and children enjoy singing counting rhymes. As a result, many children count independently up to ten and some can identify these numbers in their play such as on the toy keyboards. Literacy skills are encouraged during stories and children enjoy mark making using a wide range of different resources. Some children know some or all of the letters in the alphabet. However there are few opportunities for children to see print in meaningful contexts to enhance their understanding of letters and words further.

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

Children's health and safety is given priority and is underpinned by comprehensive policies and procedures, which are shared with parents. The nursery premises are clean and well maintained due to the stringent cleaning routines and risk assessments in place. Regular fire drills ensure that staff and children are familiar with emergency evacuation procedures and thorough risk assessments help to identify possible hazards, so that necessary precautions can be put in place. A designated health and safety officer completes a daily visual check every morning prior to opening to ensure that the nursery is safe and suitable prior to children's arrival. Any concerns are noted in the staff communication book and the manager is informed. This ensures that the nursery remains safe, secure and suitable for children. There are suitable hygienic facilities for changing babies and toddlers, and stringent hygiene routines are in place to promote children's health. As part of additional safeguarding measures nappy changing takes place in the presence of two staff and only senior staff change children's nappies. Children learn about appropriate hygiene routines as they wash their hands thoroughly after using the toilet and before eating. Older children are encouraged to develop independence during the daily routines and play activities. For example, they are encouraged to put on their aprons and dressing up clothes independently although staff are on hand if required. Children are also encouraged to make choices, and pour their own water or milk and have opportunities to prepare and serve their snacks.

The effective deployment of staff in the nursery and appropriate security systems ensure children's ongoing safety and well-being. Secure collection procedures are in place to ensure that children are only released to authorised adults. All visitors show their identification, sign into the visitor's book and are directly supervised while at the nursery.

Children form strong emotional attachments with the staff through the well-established key person system. Each child is assigned a key person once they have completed their settling session as this gives staff within in the group room the opportunity to identify who the child bonds with. Staff liaise extremely effectively with parents at the start of their child's placement to find out about each child's individual care routine, stage of

development and current interests. Information from the registration form, the sharing section of the 'Early Years Passport' and discussions with parents during settling-in sessions enable staff to be fully aware of and support children's individual needs.

Staff support children to value differences and learn about diversity through planned activities, such as learning about different festivals throughout the year. However, staff have not maximised opportunities to increase children's understanding of diversity. They do not currently reflect all their home languages and different religions in the nursery or invite parents in to share and celebrate their home cultures.

Children behave well and form good friendships with others. Staff deal with any minor issues appropriately and children receive clear explanations about what is expected of them and of the consequences of any inappropriate behaviour. For example, when children become boisterous at tidy up time staff distract them by giving them some specific responsibilities. Children thrive on re-arranging the cushions in the story corner or setting the table for lunch.

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

There are robust arrangements for safeguarding. All safeguarding requirements are met comprehensively through the regular reviews of safeguarding policies, procedures and practice. Documentation is maintained to a good standard and all records required for the safe and efficient management of the setting are available. A comprehensive range of written policies and procedures are in place and these are regularly reviewed and updated to underpin changes in the nursery's practices. Effective procedures are in place for recruitment and vetting of new staff, which ensures all adults working with children are suitable to do so. For example, disclosure and barring checks are in place for all staff and students. A well structured supervision and appraisal system is in operation. This fully enhances children's safeguarding needs.

The Manager is committed to continuous improvement and is achieving this through comprehensive self-evaluation, reflective practice and ongoing staff training. She has a positive approach towards reflection and self-evaluation, valuing the views of staff, parents and early years professionals. Staff meetings and supervision sessions are used effectively to identify areas for future development as well as to introduce new initiatives. Staff visit other settings to view practice and attend regular training courses to enhance their professional and personal development. Recommendations set at the previous inspection have been met and other changes to policies and procedures have improved practice within the nursery. Through observation staff regularly review the learning environment and activities undertaken with the children to ensure that they continue to provide appropriate challenge and interest to all children. These reflective systems improve outcomes for children and practice within the nursery.

Good partnerships are established with parents which positively supports children's individual care, learning and development. Staff share contact books and daily sheets with

parents and these, together with extensive verbal exchanges upon collection, support parents to be fully involved in their children's day. Comments from parents spoken to during the inspection are extremely positive. The nursery values and acts on the views of parents and comments from questionnaires are used to inform their reflective practice. For example, following a request for greater information about nappy changing arrangements staff now provide information to parents about who carries out each of their child's nappy changes. The nursery has established effective partnerships with outside agencies and other settings that children move from or onto. For example, staff from local children's centres and schools visit the nursery prior to children moving to or from there. These links really support children. The nursery liaises with outside agencies as they access additional support for those children who need it to help them progress and achieve.

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

Unique reference number	EY455796
Local authority	Bexley
Inspection number	948191
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	38
Name of provider	Twinnie Day Nursery Ltd
Date of previous inspection	15/07/2013
Telephone number	07779 358 837

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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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