

# Twinkles Nurseries (Wetherby)

Crossley Street Primary School, Crossley Street, WETHERBY, West Yorkshire, LS22 6RT

<b>Inspection date</b>	14/04/2014
Previous inspection date	11/06/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 understand the different learning styles and needs that children have and use this to influence their teaching and planning of a wide, challenging and stimulating range of activities.
- Staff recognise the valuable contribution that parents make towards their child's learning and the impact this has on helping them to be ready and well prepared for school.
- Staff are very clear about safeguarding procedures and are vigilant about keeping children safe.
- The manager and her well-qualified team challenge themselves to think about the purpose and impact of what they are doing to help children make progress and overcome barriers to learning.

### It is not yet outstanding because

- There is scope for staff to enhance the opportunities for babies and older children to develop their reading skills by extending the already good use of labelling throughout the nursery.
- There is the opportunity for staff to strengthen children's learning and understanding of caring for the world in which they live through activities to recycle that will help to reduce waste.

## 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 organised for babies and older children inside and outdoors.
- The inspector conducted a joint observation with the manager to support the evaluation of the quality of teaching and learning.
- The inspector spoke with children, staff and a parent.
- The inspector held meetings with the manager, her colleague from another nursery within the group and the organisation's Operations manager.
- The inspector had a tour of the nursery, inside and outside, accompanied by the manager.
- The inspector looked at a large number of photographs, children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children, the manager's self-evaluation form and improvement plan.
- The inspector discussed with the manager the improvements of the nursery following the last inspection and looked at a range of documents, including a sample of children's files, policies, procedures and other records.

**Inspector**  
Jackie Phillips

## Full report

### Information about the setting

Twinkles Nurseries (Wetherby) was registered in 2008 and is one of a group of nurseries owned and managed by a private provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in purpose-built premises in the grounds of Crossley Street Primary School, Wetherby in West Yorkshire. It serves families from the local and surrounding areas. Babies and children are cared for in playrooms according to their age and ability. There are enclosed areas for all children's outdoor play.

The nursery opens from 8am until 6pm, Monday to Friday, all year round with the exception of bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 144 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. Support is provided for children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 23 members of childcare staff who work directly with the children and in addition, a chef and a domestic assistant. Some staff members are bi-lingual and share their language with their colleagues and the children. The manager holds an early years degree. There is one member of staff with Qualified Teacher Status and three members of staff are qualified at level 4. There are 16 staff members who hold a childcare qualification at level 3 and two unqualified members of staff. The nursery is a member of the National Day Nurseries Association.

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

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

- enhance children's reading skills, for example, by improving the labelling of the low-level storage units in the baby room to help them recognise the contents and enabling the older children to read their full name displayed on their personal drawers
- strengthen children's understanding of caring for their environment, through recycling activities.

## Inspection judgements

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

Staff are very secure in their knowledge and understanding of how to promote the learning and development of young children. They recognise the different learning styles and needs that children have at various stages of their development and make sure they provide or adapt activities to take this into account. The range of activities for all children

are broad and varied and cover the seven areas of learning extremely well. Staff provide the youngest children with a wide, challenging and stimulating range of sensory activities to encourage them to explore, investigate and 'have a go'. For example, during a group activity based on promoting children's creative and sensory learning, children closely observe and smell the flowers they collect during their walk. They carefully paint their feet and wiggle their toes in the glitter provided, as part of the range of different materials staff offer for children to use to express themselves. This shows staff are confident to provide activities and resources to inspire children to be curious and highly active in their learning. Babies and young children enthusiastically and willingly respond. Staff are confident about placing children's 'next steps for learning' and their individual interests at the heart of their activity plans. They do this through regularly observing the children and making accurate assessments of their progress. Staff use what they know and find out about each child to shape and guide their planning. The varied range of activities and rich experiences take place indoors and outside. This means children continue to learn by being exposed to different environments with a focus on doing things differently. As a result, the quality of teaching is good.

Children have recently taken part in an outing to a nearby grassed and wooded area. On their return to the nursery they create paintings of the daffodils they have collected. Their beautiful paintings are excellent replicas of what they saw and staff create a very attractive display with written captions of children's expressive language to describe their experiences. During a follow-up sensory activity, children collect daffodils that are in full bloom. They are encouraged to extend their learning by using the flowers in many different ways. For example, they count and compare them, smell and touch them and make prints and patterns using paint, brushes or the flower heads. Staff provide a very large sheet of paper and a number of tools and resources including different colours of paint, paintbrushes, glue and glue sticks, rollers and palettes of glitter. They remove children's clothing, with the exception of their nappies, to encourage the full impact of the sensory experience. Children show they are very creative and expressive. For instance, some carefully paint the stalks or the heads of the flowers. Others paint their feet and then stamp on the paper to make prints. Some children glue the flowers to the paper or express their ideas using the paint and bushes. Children investigate what it feels like to paint each other or wiggle their toes in the glitter. Throughout the activity children show sustained levels of concentration and enthusiasm for doing things differently. They are creative, expressive and willing to experiment to pursue their own ideas. This shows children are demonstrating the characteristics of effective learning by being active, curious, highly engaged and exceedingly well motivated. This helps them to develop positive attitudes towards their learning which will be of great benefit for their later learning and when the time comes, for school. The highly stimulating environment and good quality resources are conducive towards children's learning. There is scope for staff to extend the already good use of clear and attractive labelling throughout the nursery to enhance the youngest and oldest children's reading skills. For example, by improving the labelling of storage containers in the baby room and encouraging older children to see and read their full name on their personal drawers.

Staff work collaboratively and exceedingly well with parents so that they can share, extend and become actively involved in children's learning. For example, there is a lending library system in place so children can take books home to read and share with their parents.

There are excellent ideas displayed around the nursery to help parents enhance children's learning. For instance, there are displayed notices to encourage parents to provide children with choices and those to remind them to listen carefully to their children and give them time to think. Parents are asked to make contributions towards resources that staff are collecting for children's learning, such as wellington boots or items for the 'weather boxes'. Staff keep parents very well informed about their child's progress and development, including occasions when they may have any concerns about their child's development or when decisions are being made to move children into the next playroom according to their age and ability. Staff are keen to extend everyone's learning by talking to parents about their culture and language. They welcome the contribution that their bi-lingual staff make towards extending everyone's language and communications skills. The older children learn to speak French and during daily 'circle time' greet everyone using a different language. Parents who express a wish to share their talents and experiences with the children are welcomed into the nursery or invited to 'stay and play'. This shows that staff recognise the valuable contribution that parents make towards children's learning and the impact this has on helping children to be ready for their school learning.

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

A well-established key person system is in place to help babies and children form close attachments to a special person. In their absence a chosen 'significant other' adult is available. This supports continuity of care and promotes effective relationship building between the staff, the child and their parents. It shows that children's emotional well-being is given good attention and that the sharing of information makes sure that children's individual and specific needs are met. Home visits are available to new children and parents when they are being introduced into the nursery setting. Short 'settling-in' visits are also arranged helping babies and children make the adjustment into the nursery environment. New parents are provided with a varied range of good information about the nursery. When children transfer between the rooms they are well supported by taking part in familiarisation visits and parents are involved in the decision making before children make the transfer. Staff ask parents to let them know which schools their child will attend. This helps the staff to prepare records of children's progress that will transfer with them to school and enable them to attend transition meetings to meet children's teachers and share information.

Staff fully understand and appreciate the benefits for children that frequent access to outdoor play has towards their good health and positive sense of well-being. They complement this by organising regular walks and outings to places of interest in the local community. Children visit, for instance, the local fire and police stations, the weekly farmers' market and the nearby River Wharf. The nursery's outdoor play areas are highly stimulating. The broad, challenging and interesting range of resources and activities excite and motivate children. They use many natural resources, such as, sand, water and mud. There are opportunities for them to grow and harvest herbs and vegetables, observe insects in the 'bug hotel' or make pictures from the flowers, leaves, twigs and bark they collect. Sometimes children have their snack outside and enjoy the restful time sitting on a rug. There is scope for staff to strengthen children's understanding of caring for the world in which they live, for example, by learning about recycling or using their fruit waste to

make compost for the garden.

Staff give good attention to help and support children to develop in confidence and independence. They carry this out during daily routines, such as helping children learn to use the toilet independently and understand the importance of keeping themselves safe and in good health. Children are encouraged to take an active part in making food choices and serving themselves during meal times. These are important skills for children to learn and accomplish in readiness for school. The meal menu is varied, detailed and includes healthy, delicious meals from around the world. Meals are prepared and cooked on the premises with fresh produce delivered to the nursery regularly using a number of local suppliers. Children are very well supported to develop their social skills. They are encouraged to use 'please' and 'thank you' and are given the opportunity through play and activities to learn to share, take turns and play co-operatively with each other. Children are constantly busy, engrossed in their play and very well occupied which has a positive influence on their very good behaviour.

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

All staff are routinely checked to ensure they are suitable to work with children. They attend first aid and safeguarding training and confidently know the action to take and whom to contact if they have any concerns about a child's welfare or well-being. They are clear about the procedure they will follow if any concerns they raise are ignored. The use of mobile phones in the nursery is totally prohibited as these are removed from staff and visitors and stored securely in a cabinet. The premises are safe and secure and the identity of visitors or unknown adults to the setting robustly checked and validated. The manager carries out visual checks each morning of the premises, equipment and resources as part of her daily risk assessment procedures. Effective recruitment procedures are in place to help the manager to find the right staff for her nursery. The manager holds regular discussions with individual staff members as part of her support and performance management systems. She checks their continued suitability to work and be in close contact with children and about their health and well-being. This range of procedures contribute to the manager and her teams vigilance to keep children safe and well protected.

Staff regularly monitor children's progress. They systematically record their findings to track children's development and share this information with parents and partners. The manager monitors the quality of the children's files to confirm that staff record their findings in a timely, precise and accurate way to ensure that each child is developing in line with that which is typical for their age. Since the last inspection, staff have reflected on their practice and improved their knowledge and understanding considerably to ensure they are fully meeting the safeguarding and welfare and learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They have achieved this through regular support and monitoring from representatives of the local authority and through access to training. Following training staff speedily implement what they have learnt and enthusiastically implement their fresh ideas to benefit children's learning.

Partnerships with parents are strong. They are very well informed, kept regularly updated and are involved in the decision making of the nursery. There is a firm commitment to make links with partners, other providers and professional agencies in the area including those who show reluctance to form a relationship with the nursery. The manager is very confident to approach agencies to seek resources she feels will benefit the children and contribute towards their well-being, learning and the progress they make. The well-qualified and very friendly staff team have adopted a positive approach to evaluate their practice by continually challenging themselves to think about the purpose and impact of what they are doing to help children learn and make progress. They are reflective and prepared to consider smarter and more efficient ways of working. The evaluation of their practice with contributions from parents, children and partners has resulted in all issues raised at the last inspection being met. This has improved procedures to safely administer and record medication for children in line with parents' wishes, lunchtime arrangements, the use of information to plan for children's individual learning needs and the use of self-evaluation to rigorously assess weaknesses in the setting. A well-targeted and achievable improvement plan is in place shaped by the nursery's evaluation of its current areas of strength and clearly identified plans for further development and improvement.

### **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>	EY367786
<b>Local authority</b>	Leeds
<b>Inspection number</b>	931125
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	73
<b>Number of children on roll</b>	144
<b>Name of provider</b>	Twinkles Nurseries Limited
<b>Date of previous inspection</b>	11/06/2013
<b>Telephone number</b>	01937 849588

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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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