

# Twizzle Tops Day Nursery

Burnt Mills, Repton Close, Basildon, Essex, SS13 1LJ

<b>Inspection date</b>	18/03/2014
Previous inspection date	24/04/2012

<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

- Teaching is effective as staff provide a stimulating and enabling environment for all children to engage in purposeful play. This means that children and babies are able to make good progress across the seven areas of learning.
- Staff are very effective in the way they question children and talk to them in detail about what they are doing. This deepens children's thinking and develops their language and communication skills well.
- Children and babies form strong bonds and secure emotional attachments with their key persons, which helps them gain a good sense of well-being and belonging.
- Children and babies are protected from harm as the management and staff understand and effectively meet the safeguarding and welfare requirements.

### It is not yet outstanding because

- There is scope to extend the monitoring of staff's observations and assessments to ensure that every key person constantly plans high quality experiences, that allow both individual children and groups of children, to continually build on their already good progress.
- The opportunities for parents to contribute their ongoing observations of children's learning have not yet been fully embraced to ensure their knowledge is used to help share ideas about how to move children forward.

## 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 in the indoor learning environment.
- The inspector carried out a joint observation with the registered provider.
- The inspector held discussions with the management, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoke to on the day and from references obtained by the nursery.

## Inspector

Patricia Champion

## Full report

### Information about the setting

Twizzle Tops Day Nursery opened in 2011. It is one of four settings run and managed by Partyman Company Ltd. The nursery operates from a two-storey, self-contained area within the Partyman World indoor play centre in Basildon, Essex. Children are cared for in three playrooms. The nursery serves the immediate locality and also the surrounding areas. It opens Monday to Friday, all year round. Sessions are between 7am and 7pm. There are currently 83 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently 13 staff working directly with the children. Of these, one member of staff holds Early Years Professional Status, four staff hold qualifications at level 3 or 4, and nine staff hold qualifications at level 2. There are five staff working towards higher early years qualifications. The nursery receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- monitor more closely the effectiveness of the observations and assessments to ensure they are precise and sharply focussed on helping children to achieve their full potential
- strengthen the opportunities for parents to contribute to children's ongoing learning, for example, by recording their own observations in children's development records.

## Inspection judgements

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

The staff have a good understanding of how young children learn and plan educational programmes, which are enjoyable and wide-ranging. There is a very good blend of adult-led tasks and activities that children choose for themselves, throughout the nursery. Staff treat everything as an opportunity to learn. In recent months, the nursery management have focused on enriching the playrooms by upgrading the toys, books and equipment. As a result, the setting is well laid out with bright, appealing age-appropriate resources, that particularly capture the children's imagination. Displays are interesting and colourful and include notice boards where children's achievements can be celebrated. This means that children are very curious about the activities on offer and motivated to learn. Activities are

well planned and are adaptable to the needs of the children who may attend on any particular session. Children with special educational needs or those who speak English as an additional language make good progress because they are carefully nurtured and guided. Every child is treated as an individual and given the same opportunities to be successful. The nursery works closely with specialist teachers, and successfully obtains one-to-one funding to ensure that children thrive with close support.

Teaching is good and this means that children are effectively developing the skills they need in readiness for starting school. Most children are confident speakers, encouraged by staff who are adept in asking the children open ended questions which make them think about what they are doing and give interesting answers. Children show a keen interest in stories. They choose to look at books for pleasure and enthusiastically engage in story time, joining in repeated phrases and discussing what might happen next in the story. Visitors to the nursery also promote children's communication and language, particularly musicians who encourage children to learn new words through rhymes and songs. Children make effective progress in literacy. Their awareness of the sounds that letters make is extended in group work as they are encouraged to think of and make different sounds matched to recognisable words, such as their names. Children are adeptly learning to hold a pencil correctly to make marks. Some children are able to copy features from something they have observed or investigated. For example, they put windows and wings on their drawings as they carefully draw spaceships. Children make good progress in mathematics as they learn to count or recognise how numbers are used in the environment. Children are becoming confident in working together. They play well alongside one another and often collaborate in their imaginative play, for example, when taking part in pretend play in the home corner or post office. Children and babies show great fascination and really enjoy experimenting and using their senses as they engage in tactile experiences, such as exploring cereal, paint, sand or pastry.

Children make effective progress because staff obtain information about their starting points and observe them closely. They then plan carefully to meet their individual needs, according to the identified next steps in their learning. Targets are based on children making at least good progress. As a result, activities are not always precisely planned to enable children to make exceptional progress and this restricts opportunities for children to stretch their abilities even further. Parents are involved in their children's learning as they consult with key persons and they are able to view their children's development records at any time. The staff share with parents special 'wow moments' when a child has made a significant achievement in the nursery. However, the opportunities for parents to reciprocate and share their own observations of children's ongoing learning at home has not yet been fully explored. This means that children are not reaching their full potential, as the staff are not consistently obtaining a complete all-round view of their interests and achievements.

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

The staff maintain a very friendly and safe environment. They are encouraging and relationships are consistently warm and positive. Children and babies settle quickly into the nursery. This is due to the effective key person arrangements. Staff make a special

effort to get to know each child and their parents so that they can help every individual to enjoy learning and achieve well. Parents are encouraged to share what they know about their children at home visits, when they first start, which helps staff to have a secure knowledge of each child's routines, capabilities, background and needs. This means babies and young children sleep and eat at times that meet their specific requirements, and become ready to learn and get the most out of what the nursery has to offer. The older children, who joined only a few weeks before the inspection, have made very good progress in understanding the daily routines. Staff use pictures so children can see the routine for themselves. As a result, children know what to expect throughout the day and can become involved in planning their learning and play. When children are ready to transfer to another room, ample opportunities are provided for children to meet their new key persons and become familiar with the new room so they can swiftly settle into new daily routines.

Children quickly develop independence skills during their time in the nursery. Staff provide plenty of appropriate opportunities for children to practise and develop skills that enable them to do things for themselves. Learning to manage their clothing, the toilet and hand washing means that children are becoming self-reliant. Children help to serve their food at mealtimes and pour their own drinks. They show an enormous satisfaction in these tasks and this builds their confidence. The staff's calm and polite manner sets a good example for children. As a result, children behave well and listen attentively. They are developing a good sense of fairness and enjoy working together cooperatively. Staff help children to explore their feelings during regular circle time where they discuss why they, or their friends are feeling a certain way. They use the puppets to help them make a decision. Consequently, children develop an increased awareness of their own and other people's feelings. Staff support children to learn how to keep themselves safe during daily routines. For example, the older children know how to walk responsibly up and down the stairs and they use scissors carefully and in safety. Visits within the local community also increases children's awareness of road safety and they wear high visibility jackets so they can easily be seen.

Children and babies effectively learn about adopting healthy lifestyles. They play in a very clean environment where adults remove or cover shoes to ensure that babies can crawl and develop their mobility in hygienic surroundings. Children are provided with nutritious snacks and meals and talk about healthy eating. Staff work very closely with parents to ensure children's individual medical needs or dietary requirements are recognised and met. Children are encouraged to be physically active and have super opportunities to play on challenging climbing apparatus in the adjacent indoor soft play centre. This means that children make good progress developing their coordination and agility. Daily opportunities are provided for activities in the fresh air, when children go on walks to the local parks or the nearby garden centre.

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

The management have a good understanding of the requirements to safeguard and promote children's welfare. They are also fully aware of the requirement to notify Ofsted

of any significant event that may impact on the well-being of the children. This inspection took place after a notification from the manager about an incident when a child was left unsupervised during an emergency evacuation. The provider has taken this event very seriously and has carried out a thorough investigation. Immediate and appropriate action has been taken to reduce the likelihood of a reoccurrence to ensure that children remain fully safeguarded. All staff now have a more secure knowledge of child protection issues and are fully aware of their responsibilities to maintain effective supervision of children. The nursery has thorough recruitment procedures to ensure new staff are suitable to work with children. The nursery premises are secure as they have effective systems in place to prevent unauthorised visitors gaining access to children. For example, a coded entry security system is in operation and permits only staff to gain entry. Comprehensive risk assessments and daily room checks are used efficiently to help ensure that the children play in a safe environment. In addition, there are clear procedures for outings to promote children's safety. All documents required for the safe and effective management of the nursery are in place, and remain well maintained.

There is a good team spirit amongst the staff and they are all fully aware of their roles and responsibilities. Staff meetings are used to ensure all staff are involved in the planning of activities. Self-evaluation is accurate and improvement planning has an appropriate focus on the important issues for development. Since the last inspection, the staff have worked hard to ensure that children have opportunities to take part in outdoor activities linked to all areas of learning. Although children do not always have access to a permanent outdoor play space, they go on a wide variety of interesting outings. Effective arrangements are in place to monitor the performance of staff through regular supervision meetings and annual appraisals, and these are appropriately linked to training. This means that the staff team are continually developing their childcare skills and updating their knowledge of safeguarding procedures. In addition, the staff are offered additional responsibilities and enthusiastically offer ideas to develop the educational programmes. The assessment documents have recently been revised to strengthen the staff's capabilities when observing and tracking children's progress. However, there is not currently, precise and sharply focused analysis of the observation and assessment process by the nursery management. This means that, staff are not always confident in using information to identify what improvements could be made in teaching and learning so that both individual children or groups of children, consistently achieve as much as they can.

Good quality information is provided for the families that use the nursery. Display boards include information about planned activities and there is an informative prospectus and website. Parents are highly appreciative of the nursery; they praise the commitment and warm approachability of staff and comment on the good progress their children make. Partnerships with nearby schools are good and the nursery shares information, such as transition reports effectively, to ensure children enter full-time education with confidence. The local authority provides effective support to the nursery through staff training and in the provision of specialist special educational needs support. The nursery also works closely with a range of other outside agencies, including the local children's centres. This ensures that the needs of the children and their families are supported in an appropriate and timely fashion.

### **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>	EY434684
<b>Local authority</b>	Essex
<b>Inspection number</b>	955506
<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>	60
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Partyman Company
<b>Date of previous inspection</b>	24/04/2012
<b>Telephone number</b>	01268 208678

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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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