

Twinkles Day Nurseries & Out Of School Club

St. Marys C of E Primary School, Clifford Road, Boston Spa, WETHERBY, West Yorkshire, LS23 6DB

Inspection date	23/04/2014
Previous inspection date	10/05/2012

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

- Children are engaged and enthusiastic learners who make good progress. This is because staff use their knowledge of children's individual stage of development and interests to plan a wide range of activities that support their learning.
- Key person and transition arrangements are good; this supports children in feeling safe and emotionally secure in the nursery. For example, key staff ensure children's experiences are personalised as they start at the nursery and move between rooms.
- Staff have a good knowledge of the safeguarding policy and procedures. As a result, children are well protected and safeguarded in the setting.
- Leadership and management are strong. The management have a clear vision of how they want to make further improvements to the nursery. Good levels of self-reflective practice are in place, supported by action plans and regular quality audits.

It is not yet outstanding because

- Strategies to involve all parents in their child's learning are not always highly successful or comprehensive enough to fully support planning for children's exceptional learning.
- At times, the organisation of some activities is quite adult directed which means children do not always have full opportunities to be independent in their learning.

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 children's playrooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager in the pre-school playroom.
- The inspector held meetings with the management team and spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector checked evidence of staff qualifications and suitability, the policies and procedures for the nursery and discussed self-evaluation and reflection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Lindsay Dobson

Full report

Information about the setting

Twinkles Day Nurseries and Out of School Club opened in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed. It operates from three playrooms in a self-contained building within the grounds of St Mary's Church of England Primary School in Boston Spa, Wetherby. Children also have access to a secure outdoor play area. The nursery serves the local and surrounding areas. The nursery opens Monday to Friday each week from 7.30am until 6pm all year round. Children attend for a variety of sessions. The nursery receives early education funding for children aged three and four years.

There are currently 179 children on roll, of whom 164 are in early years age range. There are currently 17 staff working directly with children, 14 of whom have an appropriate early years qualification at level 3 and above. This includes staff who hold Early Years Professional and Qualified Teacher Status qualifications. The nursery receives support from the local authority and 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:

- strive towards promoting highly successful strategies that involve all parents in their children's learning. For example, by supporting them to share more information about what children are learning at home

- re-evaluate the structure of some adult-led activities to ensure children have more opportunities to be fully involved and become even more independent in their learning at these times.

Inspection judgements

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

Staff have a good understanding of how young children learn and develop. Therefore, they are actively involved in children's play and through making good use of open-ended questions they encourage children to be active learners. This results in children who are willing to have a go; they solve problems and work things out for themselves. Staff make effective use of observation to monitor and track children's progress across all areas of learning. In addition, through observations and daily interactions with children, staff ensure they know children well. This includes being very mindful of their current interests and likes, which they effectively use to plan a wide variety of activities which support children's individual learning needs. For example, they effectively foster more able

children's imagination and creativity by building on their interest of Africa and animals. As a result, children build a safari den, use maps and resource books to feed their interest while sitting in the den and display pictures and African artefacts which they have collected with the support of the staff. This means children approach their play with excitement and enthusiasm because staff plan and extend activities that they enjoy. In addition, because children are eager to learn and staffs' focus is to effectively support them, they make good progress in their learning and readiness for school. For instance, more able children's communication and language skills are supported well through songs and rhymes, circle and group times and through activities which stretch their thinking. This results in them being confident speakers who engage easily in conversations with their peers and staff. Children use their developing vocabulary as they describe the animals they see and what they know about their habitat. For example, children describe a giraffe as having long legs, a long neck and eating leaves from the tree tops. They learn about comparison as they chat about the differences and similarities between a tiger and a zebra. Staffs' praise and support enables the children to confidently share their ideas. The close interaction and intention of staff to support and extend learning even further is shown as they introduce new concepts, such as camouflage. Children have planned to take this play and learning into the outdoor play area as they hide the animals for another member of staff to find using their descriptive clues, which were recorded for them by the staff. Creativity is promoted as children make and decorate their own pair of binoculars as part of this imaginative and innovative learning experience.

The learning environment for children is welcoming and stimulating and through effective activity planning and continuous provision, staff ensure children experience activities across all areas of learning. In each room, children of all ages have free and independent access to a good selection of resources, especially creative, messy and sensory experiences. For example, children thoroughly enjoy sensory experiences, exploring different textures, media and materials, such as shaving foam, chocolate powder, sand and play dough. These experiences support babies' and young children's physical development. This is because they have good opportunities to use their hands and whole bodies to explore the different textures. In addition, it encourages children's development in expressive arts and design because they use all their senses to create and design with a wide range of objects and media. However, there is scope to further enhance opportunities for some children to be fully involved in such activities. This is because very occasionally they become spectators as some less experienced staff make parts of an activity too adult-led, inhibiting the overall quality of children's experiences. Staff skilfully support younger children's communication and language skills. Through copying the sounds babies make, repeating words and providing narratives in children's play, babies and younger children are eager to communicate. For instance, babies babble with excitement and young children are keen to join in the action songs. In addition, the older children also have weekly French lessons. This effectively supports their language skills and their confidence as they share their knowledge and join in with the French songs and simple phrases. Children of all ages enjoy looking at books and older children have made their own stories and comic strips which they love to look at and share with each other and the staff. In addition, children engage in a good range of activities that promote their early writing skills. For example, young children make marks in the sand and older children learn about sounds and letters. These activities effectively promote children's literacy development. Children have good opportunities to learn about the world in which

they live. Through outings, role play, props, posters, books and activities, children learn about their community, and the beliefs and celebrations of people who live around them. Children of all ages learn about how things work and early technology. For example, babies enjoy investigating and exploring toys that they need to twist, turn and press buttons to make work. These activities effectively promote children's development in understanding the world.

Staff fully understand the importance of working in partnership with parents. Through documentation, notice boards, regular newsletters, policies and procedures, parents receive good information about the service, care and education in place for their children. Staff hold parent evenings so that they can formally share and discuss children's individual progress. In addition, parents are able to access their child's progress records at any time. Furthermore, they use strategies, such as 'golden moments' to share information about children's learning at the nursery and home. Although, practitioners recognise these strategies are not always highly successful in engaging all parents. When children first start at the nursery, staff seek good information from parents about children's needs through an 'I am a star' booklet. This enables them to have clear details about children's stage of development and skills from parents. Therefore, ensuring children's assessments are clear and focussed and include what parents know about their child to support planning for their ongoing learning and readiness for school. This includes the progress check at age two. Staff work well with parents if they have any emerging concerns about a child's progress and seek to attend further training to enable them to offer effective precise support and they work closely with other professionals.

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

Staff have good relationships with children. When children first start at the nursery, staff use an 'I am a star' booklet for the appropriate room, settling-in visits and discussions with parents to find out about children's individual care needs, likes and routines. This contributes to promoting continuity in children's care. For example, staff ensure they build into the day individual routines, such as children's sleeping and feeding patterns so that they mirror as much as possible children's experiences at home. When settling new children, key persons spend time with them to ensure they form secure bonds and attachments. They also offer a home visit to parents to start this process in an environment where the child feels most comfortable. Building such positive relationships and effectively meeting children's individual needs, results in children being happy and settled. In addition, children feel emotionally secure and safe in the staffs' care. This effectively promotes children's personal, social and emotional development. Key person arrangements also contribute to effectively supporting children's transitions as they move around the nursery. For example, when children move rooms, key persons stay with children during settling-in visits building up the time they play in their new rooms. They share any relevant information with new carers, ensuring the transition is individual to each child's needs. These effective transition arrangements from home and around the nursery support children in embracing their future learning. For example, when they start school, children have the confidence and self-assurance to manage change.

The nursery environment for children is safe, clean, welcoming and stimulating. Children

have a good understanding of ways in which they can keep themselves safe. For example, staff ensure babies have the space and freedom to explore their environment, while being under their close supervision. As a result, babies take safe risks as they explore and climb on the small slide frame, enjoying the challenge of attempting to crawl up the steps. In addition, they remind older children about how to use equipment safely, such as not throwing the sand as others may slip on the floor. Staff display children's work and lots of photographs around the nursery and this provides a sense of belonging for children. Children's behaviour is good. This is because staff provide a wide range of age-appropriate and challenging activities that keep children engaged, engrossed and involved in their learning. In addition, because staff are positive role models and they provide consistent routines and boundaries, children learn about right and wrong. For example, through play, staff encourage children to share and take turns. Additionally, they access training, seek advice from other professionals and work closely with parents when managing any challenging behaviour. This approach to managing children's behaviour and supporting children in being kind and respectful supports them in having positive, harmonious and cooperative relationships with their peers. For example, older children work cooperatively together when making 'mud people' puppets, sharing the glue and scissors. Through a good use of praise, staff promote children's self-esteem and confidence in their own abilities.

There are good practices in place for promoting children's health, safety and well-being. For example, staff implement a wide range of policies and procedures, which contribute to keeping children healthy. For instance, regular cleaning routines, safe administration of medications and procedures for managing illness, all contribute to minimising the risk of illness and infection. These procedures include sharing any concerns with senior management and parents if children are taken ill or have an accident during the day. Children also benefit from eating a healthy and nutritious diet. The nursery menus are freshly prepared and incorporate all food groups, including plenty of fresh fruits, vegetables, protein and carbohydrates. In addition, the menus take account of all children's dietary needs and allergies. Meal times provide a social experience for children and they offer good opportunities for them to be independent. For example, older children serve their own meals and staff encourage young children to feed themselves. This supports children of all ages to develop their self-care skills. In addition, children practise effective hygiene routines and develop an understanding of their own personal health needs. For example, older children routinely wash their hands throughout the day, while the younger children are reminded and supported with this task. The nursery provides good opportunities for children to play outdoors and go on outings. This means children enjoy the benefits of playing in the fresh air. When playing outdoors, children enjoy riding bikes, climbing, developing ball skills and using apparatus, such as the climbing wall and slide. These experiences contribute to supporting children's physical development and their understanding of exercise and the importance of leading a healthy lifestyle.

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

Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. As

a result of this, all staff access basic safeguarding training, with management completing advanced training. Therefore, all staff have a good understanding of the potential signs of abuse and neglect. In addition, through their detailed safeguarding policy and guidance from the local authority, they fully understand the procedures for reporting and monitoring any child protection concerns. This includes staff understanding the procedures for sharing concerns and dealing with allegations against other adults working with the children. There are robust recruitment and vetting procedures in place. This includes evidence of suitability checks on staff and any other adults who may come into contact with the children on a regular basis, such as the nursery handyman. In addition, detailed induction programmes contribute to staff securely understanding their roles and responsibilities to safeguarding children. Staff deploy themselves effectively around the nursery and this contributes to maintaining adult-to-child ratios and good child supervision. This further promotes children's safety and contributes to meeting their individual needs. Furthermore, the nursery maintains a wide range of detailed documentation, policies and procedures to promote and safeguard children's welfare. For example, documentation includes safe measures for managing children's illness, recording and monitoring of accidents, and risk assessments, which include taking precautions for keeping children safe on outings.

Management and staffs' commitment to improving the provision for children is good. There are a number of effective strategies in place to support them in monitoring and evaluating their strengths and weaknesses. They make good use of self-evaluation, reflective practice, monitoring of the educational programmes and children's progress as a way to devise clear quality improvement plans to sustain improvement and children's achievements over time. For example, future plans include revamping the outdoor area to enhance and further promote children's development across all areas of learning. Questionnaires, comment books and discussions ensure all staff, parents and children are actively involved in the nursery improvement plans. For example, following feedback from parents, staff adapted the external gate and added an improved security intercom system. Furthermore, if parents raise any concerns, staff are proactive in looking at the issues to explore how they can improve the service. In addition, by successfully addressing the recommendations from the last inspection, staff improve outcomes for children. For example, by enhancing how they support children and families who speak English as an additional language, they are further supporting and celebrating culture and diversity. This, along with many independently identified areas for improvement, demonstrates staff are proactive in implementing change to improve the outcomes for children. The programme of professional development and performance management is good. There are good strategies in place to support all staffs' personal effectiveness and to promote a well-qualified workforce. For example, training, peer observations, regular supervisions and discussions at staff meetings. In addition, highly qualified and experienced staff model good practice and use peer observations to support less experienced staff to improve their understanding of how young children learn and develop. This further promotes children's learning because staff improve their good quality practice and therefore offer more effective support to extend children's achievements over time.

Staff have good relationships with parents. Through good communication, they work together to meet children's needs. For example, detailed information sharing for younger children provides good information to parents about their child's day, such as sleep and feeding patterns. As a result, this contributes to promoting continuity in children's care.

However, through their own self-evaluations, practitioners recognise that ways to engage parents in sharing information about children's learning at home are not always highly successful. Discussions with parents and information from documentation, such as questionnaires, establish that they are happy with the care and education their children receive. They say when their children first start staff share with them the nursery policies and procedures. They also feel their children are happy and that they access a good range of activities to support their learning. Staff work well with other professionals and agencies involved in children's learning and care. For example, because they have strong links with local schools, they work together to ensure the transition to school is a smooth experience for children. Furthermore, for young children who attend the out of school club, staff ensure they find out what children are experiencing in school. This contributes to promoting effective continuity in their learning.

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	EY336759
Local authority	Leeds
Inspection number	862697
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	179
Name of provider	Twinkles Nureries Limited
Date of previous inspection	10/05/2012
Telephone number	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.

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