

# Twinkle Stars Nursery School

Wembley Football Club, Vale Farm, Watford Road, WEMBLEY, Middlesex, HA0 3HG

## Inspection date

Previous inspection date

07/05/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff encourage children's independence. Children serve themselves at snack time and learn to put on their outer clothing independently.
- Staff teach children healthy habits. They provide nutritious snacks, and daily fresh air and physical exercise to keep children healthy.
- Children have warm, secure relationships with staff, which supports children's well-being.
- Staff prioritise children's safety. They carry out risk assessments covering all aspects of the nursery to keep children protected from harm.

### It is not yet good because

- Staff do not always manage children's behaviour consistently and effectively.
- Planning does not consistently link to children's next steps to successfully meet their learning needs.
- Some children find it hard to follow the nursery routine, which affects their ability to settle at the nursery.
- Monitoring of planning and assessment is not fully effective to promote better outcomes for children.

## **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 interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.
- The inspector carried out a joint observation with the manager.

## **Inspector**

Jennifer Beckles

## Full report

### Information about the setting

Twinkle Stars Nursery School is privately owned and registered in 2013. It operates from converted premises within Wembley Football Club, in Wembley, in the London Borough of Brent. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year, and is closed for public bank holidays. All children share access to a secure enclosed outdoor play area. The nursery receives funding for free early years education for children aged two, three and four years. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are six members of staff, including the manager, five of whom hold appropriate early years qualifications. The manager holds qualified teacher status; three staff members hold level 3 qualifications; one staff member holds a level 2 qualification; and one staff member is unqualified. The nursery has its own cook. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 40 children in the early years range on roll.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- Ensure that staff use a wider range of strategies to manage children's behaviour consistently and effectively
- develop planning further so that there are firm and consistent links with children's next steps for learning

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

- develop further ways to help children understand the nursery routine, particularly those who learn English as an additional language
- develop a robust system of monitoring planning and assessment to help ensure consistency of quality.

### Inspection judgements

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

Overall, children make sound progress in this lively nursery. Children enjoy a variety of activities through independent access to a range of resources. This encourages children's

choice and free play. Staff provide balance by carrying out adult-led activities to give children more structured learning opportunities. Staff show this clearly in planning, however, planning does not always consistently link to assessment information of children so that activities appropriately support their next steps of learning. It does however cover areas of learning linked to children's interests. Staff provide children with indoor and outdoor play choices and this suits children's different learning styles.

Staff teach children to recognise their names on cards when they arrive at the nursery. Staff read stories to children in lively tones. They teach children about story structure by allowing children to create their own books by drawing and sticking pictures to reflect story events. A large proportion of children learn English as an additional language so staff provide two language groups where children sing songs and listen to stories based on their language ability. Staff use simple sentences and action rhymes to teach children new words. Children use electronic toys and computers with adult support. This helps them to learn about technology. Staff follow children's lead and spontaneously sing songs suggested by children. Children develop small muscle control as they make models with play dough. Staff talk to children, asking questions about their models and this encourages children's language development. Staff use opportunities that arise daily to secure children's counting skills, such as counting the number of children present at an activity. Staff play group games with children to teach them to take turns. These activities help children to learn basic skills for later use in school.

Children practise a range of physical skills in the outdoor area. They climb on ladders, balance on scooters and crawl through tunnels. Children move in different ways around the spacious outdoor area, by running and jumping. Staff organise races with the children and they learn to compete and to test their speed and strength. Staff provide activities linked to different areas of learning, for instance, children practise their drawing and early writing skills by using crayons and chalk on paper, and experiment with colour as they paint pictures.

Staff provide effective support to children learning English as an additional language. Staff learn key words in children's home languages so that children can be understood, and to support their communication. Children with special educational needs receive sound support by staff who work closely with community health professionals to meet children's individual needs. They review children's progress regularly and form individual plans.

Staff keep track of children's progress in different ways. They observe children and collect samples of their artwork, which they evaluate to identify some next steps for learning. However, they do not consistently link planning to the children's next steps for learning, which means activities do not always provide challenge. However, staff have sufficient knowledge of the children to provide appropriate activities to enable them to make satisfactory progress.

Staff keep parents informed of their children's progress. They provide parents' meetings to review children's progress and talk to parents informally each day when they arrive at the nursery. Parents share observations of their children at home with staff, which provides effective opportunities for parents to be involved in their children's learning. Staff use this information to offer activities that children enjoy. Parents receive written summaries of

their children's development when staff carry out progress checks on children aged between two and three years.a

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

Staff interact warmly with children and build positive relationships with them. They provide activities that children enjoy because they find out about children's likes and dislikes when they start at the nursery. Staff talk to parents to get to know about children's personalities and this helps staff to build up sound knowledge of children's skills and interests. However, some children, particularly those learning English as an additional language, do not always know what is happening in the nursery routine. On occasion, this can be unsettling to them.

The nursery is spacious and organised. Staff display children's work attractively, which shows that they value children's efforts. Staff talk to children about ways to be safe and discuss road safety before they go out on local trips. Staff carry out regular fire drills so that children know how to react in an emergency situation. Children use the bathroom to wash their hands at appropriate times with adult support. They are beginning to learn to put on their outer clothing and shoes by themselves. Staff support younger children to dress themselves. Staff change children's nappies in clean, private areas within the nursery, which supports children's comfort.

Staff support children to develop healthy habits. They provide well-balanced diets that include fruit and vegetables snacks, which cater for special dietary needs. This helps to ensure that children do not eat unsuitable food. Children select snacks independently, feed themselves and pour their own drinks. Children use the outdoor area each day for fresh air and physical exercise. Staff teach children how to be strong and healthy through food and exercise through project work. This includes regular sessions on building physical skills in the outdoor area.

Generally, staff manage children's behaviour satisfactorily. They have group rules for behaviour and talk to children about why certain behaviour is unacceptable. However, on occasion children do not appear to be clear about staff expectations because staff do not always remind them of what these are. For example, they do not always understand what is happening at tidy up time and do not fully participate. In some incidences, children take resources from each other and staff do not always use effective ways to remind children to share. Staff have begun to develop links with local schools to support children who move to school in the future. Staff help children to learn about difference by celebrating and discussing special events, such as Chinese New Year.

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

Managements and staff place emphasis on children's safety. They provide secure entry to the nursery to prevent intruder access. Staff carry out regular risk assessments covering

different parts of the nursery. Management helps to ensure the suitability of staff by carrying out a wide range of checks. This helps to keep children safe. Staff have sound knowledge of procedures to follow should they be concerned about a child and all staff receive safeguarding training. This helps to protect children from harm. The manager has good awareness of the requirements of the Early Years Foundation Stage. She is aware of her role and responsibilities in relation to this.

The manager supervises staff regularly and has performance management reviews to address any areas of underperformance. Targets are set with training and mentoring offered to staff to improve practice, if needed. Staff receive regular appraisals, which helps to identify training needs. The manager collects information on a range of courses designed to enhance staff skills and knowledge.

The manager carries out regular observations of staff in order to develop awareness of the quality of staff practice. She provides feedback to staff on her findings and gives appropriate support to rectify areas of weakness. Although the manager checks planning and assessment, this does not provide accurate information on the quality of planning and assessment to meet children's individual needs. Staff use summaries of children's progress to indicate children's developmental levels. This helps to identify children operating below expected levels so that appropriate support is offered to close gaps in learning.

Staff offer sound support to children by working in partnership with others. For example, they work closely with community health professionals to aid the progress of children with special educational needs and/or disabilities. Staff have good links with the early years department of the local authority who offer advice and support. Staff work effectively with parents and keep them informed of their children's progress. They provide opportunities for parents to contribute to their children's learning. Parents spoken to at the time of the inspection felt that activities for children were stimulating and that staff keep children safe.

Management reflects on the quality of the nursery provision to identify clear priorities for development. For instance, the manager plans to introduce Makaton, a communication method, to support children's language skills. The nursery operates satisfactorily and has sufficient capacity to improve the provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable way (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable way (voluntary part of the Childcare Register)

## 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>	EY461804
<b>Local authority</b>	Brent
<b>Inspection number</b>	940125
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Zahwa Chang
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07799353874

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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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