

# Twinnie Day Nursery

Abbey Road, Belvedere, Kent, DA17 5DE

<b>Inspection date</b>	13/05/2014
Previous inspection date	20/01/2014

<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

- The nursery staff meet children's individual needs well due to their highly effective observation and assessment systems. They clearly identify next steps in children's learning to support their individual progress and development further.
- Strong partnerships have been established overall with parents and these help them to be involved in their children's learning at home.
- Settling in procedures are robust and support children to feel safe and secure within the nursery, and form close attachments with staff and children.
- Parents are kept fully informed about their children's progress, for example, through daily verbal exchanges and written communication diaries or sheets.
- Children are cared for in a secure, safe environment where extensive risk assessments ensure their ongoing health and safety.
- Safeguarding is a high priority and the staff team's secure understanding of how to maintain children's safety supports children's well-being.

### It is not yet outstanding because

- Children enjoy a range of art and craft activities, however, often choices of media and materials are adult-initiated and prevent children from being able to make decisions and extend their imaginations.
- Sometimes, staff do not complete some paperwork relating to daily care routines, so

parents are not always given all information about these routines.

## 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 the children during activities, and their interactions with staff.
- The inspector discussed issues regarding the provision throughout the inspection with the manager and senior members of the staff team.
- The inspector looked at a range of documentation including nappy changing logs, child records, accident and medication records and attendance documents.
- The inspector looked at a sample of children's observation and assessment folders and at planning systems showing their ongoing progress.
- The inspector checked evidence of safe recruitment, ongoing professional development of staff and the safeguarding processes with regards to suitability of staff.
- The inspector invited the manager to carry out a joint observation.

## 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 59 children on roll in the early year's age range and children attend on a full or part time basis. The nursery operates from Monday to Friday between the hours of 7.30am 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.

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

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

- further enhance children's creativity by providing more opportunities for children to express their own ideas using media and materials of their own choosing
- improve communication with parents regarding their child's personal care needs.

### Inspection judgements

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

Staff demonstrate an appropriate understanding of the learning and development requirements of the Early Years Foundation Stage. Effective teaching methods are used by staff to interact with children, giving high priority to children's communication and language skills. They support children's language development well by introducing vocabulary extensively during play activities and everyday routines. For example, when young children are making marks and drawing faces on the outdoor chalk boards staff introduce parts of the body. Staff show a clear awareness of how early language evolves. Staff echo babbling sounds that babies make and introduce and repeat new words continuously during play activities and daily routines. For example, when children start to build towers with cubes or post bottle tops into pots staff count 'one', 'two', 'three' and discuss different colours. Staff demonstrate a positive approach to supporting children

who speak English as an additional language. They ask parents for key words in a children's home language and use these initially to help children to settle, and then gradually introduce the English words. This supports children's confidence and self-esteem and aids their settling in. Stories, songs and rhymes are used well across the nursery to develop language, communication and understanding at a level appropriate to the children's individual stages.

Children are encouraged to choose what they would like to play with from the wide variety of resources and activities available. These are stored at low level which encourages children to make choices and decision making skills from an early age. Staff support children extensively in their physical, emotional and language development, which provides them with a firm foundation for further learning in the other areas such as mathematics and literacy. Children's personal, social and emotional development is enhanced effectively from the start; during settling in sessions and when children move up into the different group rooms. Their social skills are promoted well, encouraging them to interact with each other and learn to share and take turns. Children develop a positive self-esteem as staff encourage them to attempt new skills which they praise enthusiastically. For example, when children say a new word or start to put longer sentences together staff really praise their achievement and are clearly pleased by their progress. Staff encourage and support children during activities and this enhances their learning as they introduce different concepts to them. For example, one child enjoys playing with the toy animals and a member of staff sits with the child and extends their learning through this interest. They discuss the names of the animals and the member of staff introduces concepts of colour, size and points out some characteristics of the animal, such as its long neck.

Children's understanding of shape, size and number is promoted well by staff through everyday routines and during play activities. For example, they encourage children to count the number of bricks in their tower and sing numerous number songs to enhance counting skills further. Children's literacy skills are supported well by the staff. Since their last inspection the nursery have extended opportunities for children to see print in the environment on displays, toy trays and on their name pegs. This supports them to see that words carry meaning and to develop their recognition of letters of the alphabet, their names and simple words. A wide range of activities in both the indoor and outdoor environments, such as drawing, painting and chalking, effectively support children's early writing development. Children also enjoy a range of different art and craft activities using different media and materials. However, currently children are not always encouraged to express their own ideas using media and materials of their own choosing and consequently activities can be, on occasion, too directed by adults. There are regular opportunities and activities to develop children's understanding of the natural world. For example, they enjoy using magnifying glasses to look at grasshoppers, crickets, snails and worms. Staff talk to the children about how to care for these insects and encourage them to put balls of cotton wool soaked in water into the insect pots as a drink for the insects. Staff use children's fascination in the different insects to encourage new vocabulary and to develop simple mathematical skills such as counting and more or less. Babies have access to a range of toys with flaps to lift, buttons to press and knobs to turn, which supports their exploratory and early information and technology skills. Children participate in additional activities and outings to extend their learning in a variety of different social

situations and environments. For example, staff use walks to local amenities to extend children's concepts of their local community, road safety and the world around them.

The nursery has an effective observation and assessment system in place to monitor children's progress effectively. The key person system helps to ensure staff use their knowledge of their key children effectively to enhance each child's learning at a level appropriate to their stage of development and interests. Staff complete regular observations to assess children's skills, knowledge and interests and use this information to identify the next steps in their learning. As a result, children make good progress in relation to 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. Detailed tracking systems further support children's progress and development and identify any gaps in their learning. Staff complete thorough progress checks for two-year-old children, which are shared with parents. Parents are actively involved in their child's learning, sharing information about their current interests and their learning. Recently a book sharing scheme has been introduced in the preschool room to enhance children's early reading skills.

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

Children form strong emotional attachments with staff due to the highly effective settling in procedures. They are happy and secure within the setting, separating from their parents well and forming close bonds with the staff team. The well established key-person system helps children to develop secure emotional attachments with their key person. Staff work closely with parents to promote the individual needs of the children and ensure equality of opportunity for all children. Staff are caring and supportive in their approach and this really enhances children's feelings of security and belonging. For example, they engage new children in activities and are on hand to comfort and reassure them. Children approach staff constantly, particularly when are tired, want help to resolve an issue over a toy or are in need of extra cuddles. Staff work closely with parents at the start of their child's placement to find out all about children's care routines, interests and current stage of development. 'All about me' forms are completed with parents and this information is used to form the initial plans to promote children's learning and development.

Children are well-behaved and learn about boundaries within the nursery as good systems and strategies are in place for managing unwanted behaviour. They are supported to follow consistent rules to develop their social skills and to ensure their ongoing safety. For example, children are reminded to walk inside the nursery but are given regular opportunities to run around in the outdoor area. Staff praise and encourage children continuously which promotes their self-esteem and encourages positive behaviour. Sharing and turn taking are promoted exceptionally well by the staff team and they talk to children about the consequences of snatching toys or hurting their friends. Children confidently explore the different activities and move between the indoor and outdoor environments making choices about where to play and what to play with.

There are suitable hygienic facilities for changing babies and toddlers, and stringent hygiene routines are in place to promote children's health and well being. Children develop appropriate hygiene routines as they wash their hands thoroughly before eating and after using the toilet. Nappy changing procedures ensure that all children are checked regularly to ensure that they remain clean and dry at all times. Written records are kept of nappy changes and generally this information is transferred from nappy changing logs into communication diaries. However, on occasions information is not added to individual communication diaries and thus parents do not have an accurate record of their child's personal care needs. Healthy eating is promoted well within the nursery and the menu is reflective of cultural diversity and is in line with individual dietary requirements. Children learn from an early age to be independent as they serve their own food and choose and pour their own drinks. Even the youngest children are supported to participate in pouring their own drinks by using small jugs with a small amount of water or milk and staff are on hand to encourage their independence. Many of the staff team hold a valid paediatric first-aid qualification which means that they can provide appropriate first aid, should the need arise. Thorough procedures for recording the administration of medication and accidents and these are comprehensively shared with parents.

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

The staff team demonstrate a secure understanding of safeguarding procedures and know the procedures to follow if they have concerns about a child. There is a designated person responsible for safeguarding who updates their safeguarding knowledge on a regular basis. This ensures that she remains up-to-date with safeguarding procedures. Extensive safeguarding policies are in operation to further promote children's well being. These include procedures regarding allegations against staff and restrictions regarding the use of cameras and mobile phones. There are rigorous recruitment and induction procedures in place to ensure that all staff complete the necessary suitability background checks. Staff deployment is very good and this, together with the appropriate staff to child ratios. This helps to ensure that children are well supervised at all times, both inside the nursery, in the outdoor area and on outings.

The management team monitor staff performance effectively through regular supervision meetings and appraisals. This ensures the ongoing suitability and professional development of staff. Training needs are identified and support is given to staff to develop their knowledge and understanding. In addition, practice issues and regular evaluation of the setting are discussed at staff meetings. For example, at all staff meetings the different areas of learning are evaluated to ascertain whether they are continuing to challenge and engage the children. All staff complete regular training in order to continue to develop their skills and knowledge and recent training courses completed include behaviour management and a course relating to encouraging parents to support their children's mathematical skills, 'Parents count too'.

The Manager and staff team demonstrate a strong drive for improvement and continually assess the nursery, looking for ways to enhance the quality of the provision Previous

recommendations from the last inspection have been addressed and the staff team are introducing numerous new initiatives to further improve their practice. This shows their positive capacity to improve. For example, at a recent staff meeting staff discussed other festivals that they could bring into the nursery to extend linguistic, cultural and religious diversity. The nursery is planning to have a cultural day to celebrate the different cultures represented in the setting. The nursery feels that this is a different avenue in which to strengthen partnerships with parents and to enhance children's understanding of the world.

The nursery has established good partnerships with parents. They exchange information about children's progress with parents daily through verbal feedback and communication diaries or sheets. Parents also have access to children's developmental folders and are invited to regular parents meetings to discuss and review their children's progress and development. This enables parents to be actively involved in their children's care and learning. Parents are provided with a good range of information to ensure they are well informed about how the provision operates. Feedback from parents is extremely positive and they comment that they are very happy with the care and learning opportunities for their children. The nursery has established effective partnerships with other settings that children move from or onto and with outside agencies to support additional needs. For example, staff from other settings such as the local Children's Centre's and schools are invited to visit the nursery prior to children moving to or from the setting. These strong links support children's move onto new settings. The nursery has close links with outside agencies which allows them to access additional help and advice as required which supports children's additional needs and the practice within the nursery.

### **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>	EY455796
<b>Local authority</b>	Bexley
<b>Inspection number</b>	974243
<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>	45
<b>Number of children on roll</b>	59
<b>Name of provider</b>	Twinnie Day Nursery Ltd
<b>Date of previous inspection</b>	20/01/2014
<b>Telephone number</b>	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.

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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