

Twizzle Tops Day Nursery

Partyman World of Play, Watford Road, Wembley, HA0 3HG

Inspection date

29/07/2014

Previous inspection date

04/10/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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| 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 management involve the staff and parents in the on-going reflective process of self-evaluation. This ensures identification of priority areas to enhance the experiences and the environment for young children.
- Good quality teaching in mathematics helps children to learn how to count, recognise numerals and understand mathematical language.
- The key persons routinely observe and assess their key children's development. They plan effectively to help children make good progress in their learning.
- Staff provide consistent and effective messages to help children learn to behave well and play cooperatively.

It is not yet outstanding because

- All children have opportunities to practise mark making and writing. However, staff do not help the older children to form letters correctly.
- Most creative activities are adult-directed. This means children do not have sufficient opportunities to express themselves freely by exploring a variety of materials independently.
- The key persons do not always manage children's physical care. Consequently, the younger children miss some opportunities for closer interaction with their key person.

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 baby, toddler and pre-school rooms, the outside area and the adjoining play centre.
- The inspector looked at the children's assessment records and examined a sample of policy documentation.
- The inspector conducted a joint observation with the manager of the nursery.
- The inspector took account of the views of parents spoken to on the day and feedback in parent questionnaires.
- The inspector held a meeting with the manager and the nominated person.

Inspector

Ruth George

Full report

Information about the setting

Twizzle Tops Nursery registered in 2010. It is part of a small chain of day nurseries owned by Partyman World Limited. The nursery operates within a Family Entertainment Centre, known as 'Partyman World Of Play'.

The nursery is located in the London Borough of Brent. Children have access to three rooms and supervised access to the play centre amenities. There is a garden for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education to children aged three and four years. There are currently 98 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. If there is demand from parents, a holiday club for children up to the age of eight years operates during school holidays. The nursery employs 16 staff, including the manager, to work with the children. One member of staff has Qualified Teacher Status and nine staff hold appropriate early years qualifications at Level 2 or 3.

What the setting needs to do to improve further

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

- provide a variety of media and tools for children to use to express themselves freely by exploring and experimenting with colour, design and texture
- help older children to develop correct letter formation skills
- strengthen the key person approach to enable the key person or buddy key person to mostly manage their key children's intimate and physical care.

Inspection judgements

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

The quality of teaching is good. Staff complete regular observations of their key children and assess their development. They use these assessments effectively to plan challenging activities for the children's next steps in learning. Children are making good progress in relation to their starting points. Staff plan and organise the environments well. The babies

can explore areas of the room and access resources from low-level shelves and baskets. This supports them to become independent learners. The older children enjoy the good range of activities, which give them opportunities to explore and enhance their learning.

Staff work closely with the parents of their key children. Parents share information about their children's learning at home and their current interests. Staff use this information to complement the planned activities, to enhance individual children's learning. The staff provide good support for children learning English as an additional language. The children's key person works with parents to learn and use familiar words in the children's home languages. In addition, the nursery have staff who can speak several languages, which supports the children well as they settled into the nursery. The special educational needs coordinator works closely with the parents and the children's key persons to secure support for children identified with special educational needs and/or disabilities. This means that children receive the support in learning that they need and helps ensure that they make good progress.

The staff provide a good range of resources and activities to encourage children's developing writing skills. Toddlers and pre-school children hold pencils, crayons and chalk to make marks during their play. The older children are beginning to label their work with their names and write captions for displays. However, staff do not always encourage them to use correct letter formation in preparation for school. All children enjoy looking at books and listening to stories. They anticipate parts of the story and respond to questions. Staff skilfully ask questions to encourage children to think and extend their vocabulary. Staff introduce children to letter names and sounds. Older children are learning to say the initial sound in words and blend some letter sounds to say and read words.

Babies and toddlers enjoy exploring the textures of sand, water and a mixture of corn flour and water known as 'gloop'. Good teaching promotes children's communication and language development well. For example, staff provided a narrative for the toddlers describing the changing properties of 'gloop' as they played. This introduced them to new vocabulary that they quickly learnt to repeat. During the inspection, babies enjoyed the range of objects available to them in baskets. They placed the objects in and out of cupboards in the role-play area. Babies are learning that just because they cannot see an object, it does not mean that it is no longer there.

The staff plan a range of enjoyable creative activities that are mainly adult-directed. This means children do not have sufficient opportunities to express themselves freely by exploring a variety of materials and experimenting with different techniques and design. Children enjoy the opportunities staff provide for them in the adjoining play centre. They enjoy an energetic work-out to music, move rhythmically and imitate movement in response to the music. Staff sensitively join in as children engage in pretend make believe play. They fit in with the children's chosen themes and provide additional resources and ask open-ended questions to extend their play and learning.

Teaching for mathematics is a strength. Staff help the youngest children to count and to develop an awareness of number names through their enjoyment of action songs. Staff encourage children as they play to use everyday language to talk about size and make comparisons. During an adult-led activity, the staff skilfully posed questions to extend the

pre-school children's knowledge of number. The staff used different coloured bears to help children understand that the quantity changed when they added or subtracted one or more bears. The staff used good resources that encouraged the children to match numerals to the quantity of bears correctly. Children learnt how to add and subtract with numbers up to 10.

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

All children and families have a key person who works closely with parents to understand their children's individual needs and routines. The key person finds out what activities the children particularly like at home. They use this information to plan for the children's interests, which aids their settling in. Children develop close bonds with their key person and this helps them feel safe and secure. There are some occasions when the key person approach is not as strong. For example, the key person or the buddy key person does not always manage their children's physical care. For example, changing nappies, or caring for their children when they are tired or sick. This means at such times younger children do not get the same level of reassurance and interaction that they get at other times from the familiar adults with whom they have developed close bonds. The key people engage and support parents in their children's learning. They chat at the beginning and end of each session to share the day's activities and any new learning that their children have achieved.

Children confidently move around their rooms and engage in self-chosen play. Staff skilfully observe children and allow them opportunities to be independent in their choices. As the children grow older, their key person helps children to prepare for their move to the next room in nursery or for their move to school. Children attend taster sessions in their new room and there is time for parents to get to know their new key person too. Staff tell stories to older children about starting school. These tackle concerns children may have, such as fear of meeting their new teacher and making new friends. This helps children to understand their time at nursery is ending and they will soon make their move to 'big school'.

The staff give consistent and effective messages, that teach children safe boundaries. They reinforce positive behaviour and encourage children to share and take turns. Children behave well and play cooperatively. The staff sing familiar songs that help children to prepare for a change of activity and to tidy up their environment. This skilful teaching helps children to respond to and carry out simple instructions and to care for their environment.

The chef prepares a healthy diet for the children acting on important information provided by parents about their children's dietary needs. This ensures that the chef prepares children's food safely. All staff have received training in order to help them care for children at risk of severe allergic reactions. Good teaching helps children to manage their personal hygiene, and to dress and undress. Staff encourage children to be independent at meal times and help them to learn about a healthy range of food. Pre-school children and toddlers help lay the tables at meal times, serve their food and pour their own drinks.

Children are competent at serving and feeding themselves relative to their ages.

The staff teach children to practise their physical coordination and to use a wide range of equipment to climb, balance and develop their muscles during their regular visits to the play centre. Children learn how to keep safe and to remain together when entering the play centre. Children use the facilities to explore soft play equipment safely and learn to take measured risks. Children enjoy their time in the garden outside where they learn to pedal bicycles and play a range of games. Children have a positive attitude to being outdoors, which promotes their understanding of healthy living.

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

The provider and manager have a good understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. They monitor the effectiveness of teaching, the educational programme and children's progress in learning. Regular audits ensure that staff effectively observe, assess and plan for children's next stages in learning. These effective monitoring systems and the good partnerships with parents and external agencies help to secure additional support for children if required. This means all children make good progress in their learning.

The manager ensures that all staff attend safeguarding training. Consequently, they all have a good understanding of their responsibilities to keep children safe from harm. They can describe changes in children's behaviour that may cause concern, and know how to report these concerns. Staff consistently support children to keep themselves safe with simple and clear explanations. For example, they reminded children to walk in a line holding each other's shoulders and congratulated their success on their safe arrival in the play centre. The manager understands their responsibilities to supervise children and deploy staff effectively to ensure they meet children's individual needs. The premises are safe and secure.

The nursery team have made good progress in improving the provision since their last inspection. The manager involves the staff, parents and the local authority in an ongoing reflective process. This self-evaluation recognises success and identifies priority areas to enhance the teaching experiences children receive and to improve the learning environment for young children. For example, they oversee the delivery of educational programme and work within the rooms directly observing the staff and providing immediate feedback to drive improvements. The audits highlight areas to improve and the management address these at monthly supervision with individual staff. The monthly supervision helps to identify training for individual staff to extend their professional development and qualifications. For example, recent training on safeguarding means all staff have a good understanding of the safeguarding policy and procedures and know how to report their concerns. A new project for healthy eating and accompanying books on nutrition have helped staff promote children's understanding of healthy living more confidently and in a fun way. The chef has also made some amendments to the menu to make them more nutritious and interesting.

Staff have good relationships with parents. One parent comments how, 'the key person always shows an interest in what her child likes to do at home' and, 'I always see the staff engaged with the children at activities'. Staff share children's progress daily and invite parents to bi-annual parents evenings. Parents are welcome to review their children's development folders and are regularly encouraged to contribute to the assessments made each month. This shows staff are working in partnership with parents to promote their children's learning at home.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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

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| Unique reference number | EY412962 |
| Local authority | Brent |
| Inspection number | 979462 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 52 |
| Number of children on roll | 98 |
| Name of provider | Partyman World Ltd |
| Date of previous inspection | 04/10/2013 |
| Telephone number | 0208 150 9020 |

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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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