

Twinkle Toes

Middleton Technology School, Kenyon Lane, MANCHESTER, M24 2GT

Inspection date

14/08/2014

Previous inspection date

05/02/2010

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

- Staff have a good understanding of children's needs and starting points. They plan for their interests well and are confident to make interventions when needed. Therefore, as a result, all children are making good progress.
- Staff are very knowledgeable about their role and responsibility to keep children safe and the premises are kept secure. This contributes towards ensuring children are safeguarded.
- Effective systems for staff induction, appraisals and training support their continuous professional development. Therefore, staff are clear on their roles and responsibilities.
- Partnership with parents, along with other agencies involved with children is effective in supporting children's welfare and learning.

It is not yet outstanding because

- Opportunities for staff to learn from each other and share their best practice, for example, through peer observations, have not been fully optimised.
- Some of the documentation in place does not accurately represent the good practice.

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.

Inspection activities

- The inspector observed activities in each room and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and owner of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Joanne Ryan

Full report

Information about the setting

Twinkle Toes was registered in 2009 and is on the Early Years Register. It is situated in Middleton Technology School, in the Middleton area of Rochdale, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three main rooms and an adjoining classroom and there are two enclosed areas available for outdoor play. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and 3. One holds Early Years Professional status and one holds a qualification at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 48 children attending who are in the early years age group. The nursery provides free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- involve all staff in developing excellent practice, for example, through the use of peer observations
- improve the organisation of the record keeping in order to demonstrate the good practice that is in place, for example, by regularly including dates on staff registers and ensuring staff accurately record the hours they start work.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have high expectations of children and interact and engage with them well. The quality of teaching is good. Staff plan activities to support children to move on to their next stage of development. Plans for individual children are based on the accurate assessments made of their starting points and the ongoing observations, which support all children to make good progress. The starting points in children's learning are gathered from parents and there are several occasions upon which staff gather information about what children do at home and share children's experiences in the nursery. The good relationships with parents enables them to continue the learning at home. Staff challenge children and support their thinking skills. For example, children play in the role play area with a variety of textures, such as pasta and powdered potato. Staff offer children opportunities to add water to the powder and ask them what they think will happen. Children test out their ideas and use their imagination, pretending they

are making porridge.

Staff tune into children's interests and show a genuine interest in them as individuals. For example, when children comment they will not be attending the nursery the following day, the staff begin a conversation with them about what they will be doing. Children eagerly talk about and discuss the things they will do at home, which supports them to develop their skills in communication and language. Babies develop their investigation and exploration skills as they make sensory bottles. They choose the materials they want to use and then take delight in watching the glitter move around in the water. Staff support children in understanding about the world around them. For example, children and staff go on a bug hunt, where they search for spiders. They look at the features of the spider through a magnifying glass. Staff introduce mathematical language, as they discuss how many legs the spider has. Consequently, children begin to develop the skills required for their next stage of learning.

Children use the computer independently, demonstrating good skills in the use of information and communication technology. Staff promote children's social skills as they encourage the children to take turns and wait for their turn on the computer. Children with special educational needs and/or disabilities are effectively supported. Individual education plans are in place to ensure children get targeted support, which helps them to make good progress in their learning. In addition, children who speak English as an additional language are well supported. Staff involve the children in learning about festivals and they are invited to taste foods from a range of countries. Consequently, children's home language is valued and this effectively supports their acquisition of English.

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

Care practices are consistent and a well-embedded key person system ensures strong relationships with children are established, resulting in happy, secure attachments for all children. Children demonstrate their confidence, as they choose how and where they want to play, informing the staff of their choices. Staff support children well through transition periods. For example, they carry out an effective settling-in process when children begin at the nursery and progress from one room to the other. They involve parents at all stages. Staff talk to children about starting school and arrange visits to and from local schools. This helps children to feel reassured and confident to move on successfully to the next stage in their learning.

Children have a good understanding of how to behave because staff discuss with them the golden rules. They use photographs to illustrate the expectations for good behaviour and children confidently describe the expectations. Staff offer children lots of praise throughout the activities, which builds their confidence and self-esteem. Children are offered lots of opportunities to be independent. For example, at mealtimes they choose their own plate and cutlery and butter their own scones. Younger children feed themselves, developing good skills in self-care. Staff support children's understanding of how to keep themselves safe by giving them clear explanations. For example, when children walk down the stairs to the play area, staff explain that they need to hold onto

the rail to prevent falls and a member of staff stays at the front of the children.

Staff support children to understand about healthy lifestyles. For example, children make pizzas using a range of ingredients and staff talk to children about where tomatoes come from and how they grow. Children have regular access to outdoors and play outside in all weathers, which gives them plenty of fresh air and exercise. Staff promote good hygiene because they encourage children to wash their own hands before eating and children use hand wash in the role play area as part of their play. All children have healthy and nutritious snacks and meals and they have access to fresh drinking water, ensuring children do not get thirsty while at the nursery.

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

All staff have regular training to ensure that they have a secure knowledge of child protection and understand how to respond if a concern arises about a child or colleague. As a result, they are well equipped to protect the children from risk of harm and neglect. They use a suitable system to record all accidents or incidents that happen in the nursery. These are given to parents to sign so they are aware of what has happened and can follow this up with any treatment at home if required. Staff supervise children well and maintain the adult to child ratios, which contributes to keeping children safe. However, some of the documentation used by the provider to support the smooth organisation of the nursery is not accurate. For example, staff registers do not accurately record the time they start work and some have dates missing. Therefore, some documentation does not reflect the good practice that is carried out. Robust recruitment, vetting and induction procedures are in place to support the recruitment of suitable and experienced staff.

The registered provider plays an active role in the management team and supports the nursery manager in her working practices. Effective monitoring of the educational programme ensure that the staff and management focus on continuous improvement. The nursery is part of a wider group and key people within the organisation undertake audits to ensure quality is continuously improving. The management team undertake observations of the staff and discuss them in one to one meetings. They mutually agree targets for improvement, which supports continuous professional development. While the managers observe staff, a secure system for staff to observe each other has not been implemented in order to support all staff in reflecting and reviewing upon each other's practice. The nursery gathers data about children's progress and they use this information to focus on any areas of development where children may be making less progress. For example, when a weakness was identified in children's understanding of the world, the staff created a project around this area where the children observed the effects of ice and melting. They shared ideas with parents and revisited the project after a period of time to build upon the knowledge children had previously gained. Therefore, the monitoring of the educational programme supports all children to make good progress across all seven areas of learning.

Partnerships with parents are strong. The nursery offers training sessions to parents to enable them to support their children effectively in developing a range of skills. The

nursery works well with other professionals. Interventions are sought at an early stage to support any group falling behind their peers or below their expected achievements, which results in children's needs being met effectively and a closing of achievement gaps. Links with other early years settings, which children attend, are good. This provides a forum for sharing information about children's progress. Transitions between the nursery and local schools are managed well to ensure that children moving on to their next stages of learning are well supported.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY397931
Local authority	Rochdale
Inspection number	985320
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	48
Name of provider	Cosy Toes Nursery Limited
Date of previous inspection	05/02/2010
Telephone number	01616546517

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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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