

Tiny Twinkles

White Cross Hall, 1-3 Winchester Avenue, Kingsbury, London, NW9 9TA

Inspection date

09/10/2014

Previous inspection date

09/09/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- The well-resourced environment and quality of adult interactions offers frequent opportunities for children to learn across all areas.
- Staff use of open-ended questions to encourage children to think and learn during their play.
- The focus on the development of children's language and communication skills by staff has a positive impact on children's learning outcomes.
- The leader has made some steps to improve practice and demonstrates an ability to recognise and continue to improve.

It is not yet good because

- The current key-person system does not consistently meet the emotional needs of all children, therefore, children do not settle quickly upon arrival.
- Staff do not effectively use observations and assessments on children to inform plans for their future learning.
- The organisation of some aspects of the daily routine, do not meet the needs of all children and staff miss opportunities to develop children's self-help skills.

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 the main play room, the additional play room and the outdoor area.
- The inspector checked evidence of suitability and qualifications of staff working and supervising children.
- The inspector spoke with the registered provider, staff, parents and children at appropriate times during the inspection.
- The inspector looked at a sample of documentation related to the management of the nursery, including staff files, curriculum planning and children's assessments.
- The inspector carried out a joint observation with the provider.

Inspector

Dawn Burley

Full report

Information about the setting

Tiny Twinkles Day Nursery is privately owned and managed on a day-to-day basis by the owner. It registered in January 2005 and operates from a large play room and an additional room in an ex-scout hut in Kingsbury, in the London Borough of Brent. All children have daily access to an enclosed outdoor play area with a shelter to enable all-weather use. The nursery is registered on the Early Years Register. It is open each week days from 8am to 5pm, for 47 weeks of the year. The nursery is closed for two weeks at Christmas and three weeks during the August holidays. Children attend for a variety of sessions. There are currently 35 children on roll. Children attend either on a full-time or part-time basis. The nursery is in receipt of funding for free early education for children aged three and four-years-old. The nursery currently supports children who speak English as an additional language. There are six regular staff who work directly with the children, of these, five hold suitable qualifications at level 3 and one is working towards a qualification at level 3. In addition, four staff are first-aid trained.

What the setting needs to do to improve further

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

- Ensure the key-person role is embedded and staff show consistent practice around supporting children's emotional needs and well-being, in particular, when helping children separate from their parents and carers.
- Ensure staff understand their role in completing regular assessments on children and use this information effectively to inform and plan for their next steps in learning.

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

- Review the organisation of whole group gatherings including mealtimes, to meet the needs of all children and to maximise learning opportunities.
- Enhance children's self-help skills and independence further by encouraging them to do things for themselves throughout their daily routine.

Inspection judgements

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

The environment offers suitable learning opportunities across all areas. Children enjoy the choice of playing either inside or outside during a long period of child-led play. Staff demonstrate a sound understanding of when to get involved to teach and support children's learning. For example, staff are quick to respond to children that begin to lose interest with resources, encouraging them to find something they might like to play with. As a result, children explore their environment and engage in learning through purposeful play.

Staff regularly use commentary and questioning to encourage language development in children. Children are often given choices to encourage them to answer questions, for example, 'would you like milk or water?' Staff also balance talking and listening well, giving children time to answer in their own time. Staff support children with English as an additional language through the use of bilingual singing sessions and place a strong focus on language development. This means that children that may be at risk of delay due to language barriers are supported to catch up and develop skills to support their later transfer into school.

Children's experiences include weekly activities, which are well balanced. However, some of the adult-guided experiences lack planning and consideration for all children's needs. For example, some children are engaged during large-group music and singing sessions, but staff fail to recognise that some children lack challenge and the experience is overwhelming for some very young children. As a result, some children remain unchallenged in their learning or unengaged during some parts of the routine.

Staff introduce mathematical concepts to children when interacting with them, frequently counting and using mathematical language such as 'round and round', 'up and down', 'long and short'. Consequently, children have suitable opportunities to develop mathematical skills throughout the routine and as they play. There are also opportunities for children to engage in mark making during their play, with a designated writing area to encourage early writing as well as mark-making opportunities outside. There are also planned experiences to help children recognise and say letter sounds during small-group time. This supports children to link the sounds to the shapes of letters and aids their early reading skills.

Parent's knowledge about their child's development is gathered when they start and this helps staff to make a starting point assessment on children. Staff complete progress checks for two-year-old children and share these with parents. This means that parents are informed about their child's progress. However, staff miss opportunities to help parents support their children's learning further at home. Adults make regular observations and assessments on children to help them recognise when children are making progress. However, these assessments are not used effectively or frequently enough to inform planning for children's individual learning needs. This means that although there is some planning for individual children in place, staff do not effectively identify gaps in children's learning. As a result, staff do not provide all children with enough challenge to make certain they are able to make the best progress possible.

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

There is a key-person system operating within the nursery. The key persons are able to describe their key children's likes and dislikes and are sensitive to the emotional well-being of children. However, the key-person system is not successful in supporting all children's emotional well-being, in particular, when they are settling in to the nursery and separating from their main carer. For example, when children are upset on arrival, not all staff respond appropriately or are sensitive enough to support the child emotionally to enable them to be ready to learn and develop. This means that on occasions, children's emotional needs are not fully met. Children are aware of and follow the daily routine; they play and explore the areas of the inside and outside space, interacting well with other children and staff.

Children enjoy a well-organised healthy snack, where they discuss with staff the food they are eating and why it is good for them. This helps children to understand about healthy lifestyles. Children are able to attend the snack table when they wish meaning that their play is not interrupted and the snack session is timed appropriately for individual children. Staff encourage children to wash their hands before snack, use good manners and they are given choices about drinks and food. However, children are not able to pour their own drinks or select and prepare their own snack, which results in missed opportunities to develop their independence skills. Although, staff do help children to develop some self-care skills, such as using the toilet and putting on their own coats. This is beginning to contribute towards building confidence, helping them to prepare for their eventual move to nursery or school.

There is a well-resourced, large play room as well as a separate quiet room for enjoying books and using the computer. This room is also used for children that wish to sleep during the day. There is direct access to a safe, enclosed outside area with a shelter which children can choose to play in during a large proportion of the day regardless of the weather. There are low-level resources enabling children to access them independently so they can make their own choices about what they play with.

Staff are deployed well to keep children safe. This means children have opportunities to experiment, take safe and manageable risks in a suitable environment with an adult nearby. For example, children of different ages attempt to use the slide and other physical equipment with help from adults who encourage them, while providing the right amount of support and supervision. Staff help children to learn social skills through agreeing setting rules, and modelling behaviour expectations. For example, staff remind children to wash their hands, be kind to their friends and pick-up toys when they have finished playing with them. However, this is not always successful at points during the routine, as some children lack clear guidance from adults. Children are learning about themselves and the differences between others through the use of positive images and resources accessible to them during play. Staff talk to children about differences, for example, they talk about people who use a wheelchair and what help they may need.

The effectiveness of the leadership and management of the early years

provision

Children are safeguarded well because the leader follows a safe recruitment and vetting process which ensures all adults working with children are safe to do so. All staff have a secure knowledge and understanding of the setting's safeguarding policy and are aware of their safeguarding responsibilities to protect children's welfare. The premises are secure and staff supervise children efficiently to reduce the risk of accident and injury. Staff regularly conduct risk assessments to minimise hazards to children both on and off the nursery premises. All mandatory documentation is in place, well maintained and stored securely for confidentiality and to safeguard children's welfare. Staff undertake required training such as paediatric first aid. This means they can provide appropriate care and comfort for children following an accident. The continual professional development of staff is part of the setting's ongoing improvement plan.

The leader regularly works alongside her staff and is a suitable role model, this enables her to sufficiently assess their performance and monitor the educational provision for children. The leader currently carries out regular performance management of all staff. However, this has not resulted in consistent performance from all staff to enable continuous quality improvement within the nursery. The leader has regular meetings with staff to discuss the progress of individual children. She plans to attend training to develop this area of practice further to improve the monitoring process, to ensure each child is making good progress in all areas of learning. Staff benefit from regular staff meetings, training and good communication among the team. This means that improving the quality of the provision and outcomes for children remains a focus to all staff.

Parents receive suitable information about the nursery, such as regular newsletters and information displayed on notice boards. Parents are kept informed about their children's progress through the observations and assessments recorded in children's learning journals. They are also invited into the nursery to meet formally with their child's key person and discuss their child's progress. Parents indicate that they are happy with the care and education their children receive and value a number of features, including the things their children learn at nursery and the friendliness of staff.

The leader has been using an action plan to drive quality improvement within the setting. However, the use of the self-evaluation process is not fully effective due to areas of weakness identified in practice. The setting has developed some partnerships with the local authority advisor to aid quality improvement and has recently worked with health professionals to gain a healthy setting award. The nursery has built suitable links with local schools to support children's transfer, by providing schools with a transition report and taking children to visit their schools. This means that staff support and prepare both children and parents for the eventual move from nursery to school.

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	EY295244
Local authority	Brent
Inspection number	814802
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	35
Name of provider	Rashmi Kishor Karia
Date of previous inspection	09/09/2009
Telephone number	079 8490 8208

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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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