

Twinkle Tots

Unit 12, Horsleys Fields, KING'S LYNN, Norfolk, PE30 5DD

Inspection date	08/01/2015
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	
	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		1
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

- Children make good progress given their starting points and capabilities. This is because assessments of progress are accurate and used effectively to plan for children's next steps in learning.
- Staff develop extremely warm, respectful and caring relationships with children. As a result of these strong attachments, children are very confident and thoroughly enjoy themselves.
- Staff have an extremely good understanding of their responsibilities in protecting children from harm. Safeguarding arrangements are strong, and as a result, children are cared for in a safe environment.
- Partnerships with parents and other professionals are very strong. This collaborative approach significantly contributes to the good progress that children make. Children with special educational needs and/or disabilities are well supported.

It is not yet outstanding because

- Opportunities to extend children's learning by following their lead in play are not always maximised by some staff.
- Opportunities to develop the quality of teaching to a consistently high level are not fully maximised. For example, by sharing existing best practices with all staff and embedding further the use of peer on peer observations.

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 baby rooms, toddler room and the pre-school room and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider/manager of the nursery and spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the written views of parents and carers, and those spoken to on the day.

Inspector

Gail Warnes

Full report

Information about the setting

Twinkle Tots was registered in 2005 on the Early Years Register. It is situated on an industrial estate in Kings Lynn, Norfolk and is privately owned. The nursery serves the local area and is accessible to all children. It operates from 7.30am to 6pm, each weekday throughout the year except for Bank Holidays and for one week at Christmas. There is an enclosed area available for outdoor play. The nursery employs 21 members of childcare staff, and a cook and lunchtime assistant. Of the childcare staff, two hold appropriate early years qualifications at level 2, 14 at level 3, one at level 4, one at level 5 and two at level 6. One of the managers has Early Years Professional status and a member of staff has Qualified Teacher Status. Children attend for a variety of sessions. There are currently 112 children on roll who are in the early years age group. The nursery provides funded 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:

- enhance the already good teaching even further to ensure it is of a consistently high quality so that staff make the most of every opportunity to extend children's learning and development

- build on the use of peer observations further to drive the quality of teaching to its highest level so that teaching is consistently good or better.

Inspection judgements

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

The quality of teaching is good and at times better than good. Staff demonstrate a good understanding of how children learn and develop. For example, staff working with very young children model language in play and understand that children need much repetition to support their learning. For example, two children are supported to take turns while playing with a toy, which races cars down slopes. The member of staff joins in with the play, modelling 'ready, steady, go' each time. This builds anticipation and excitement and consequently, children are motivated to engage in the activity. However, some staff overlook opportunities to extend children's learning to its highest level by following children's leads during activities. For example, when an older child is playing with toy cars in sand, and exclaims that it is stuck and then falls down, the member of staff does not extend the learning further to support the child's critical thinking or problem-solving skills. There is a clear system to evidence, monitor and track children's learning through effective

and accurate observations and assessments. Key persons know their key children very well, and demonstrate a clear knowledge and understanding of children's individual learning needs. This is used effectively to plan a broad and balanced range of individual and group activities to precisely match children's specific needs. As a result, children demonstrate the characteristics of effective learners and make good progress. Children are supported to explore opportunities to make marks and enjoy books throughout the nursery, both indoors and outdoors. Children are physically very able. For example, they enjoy riding on trikes and negotiate obstacles, such as hoops, as they race around with enthusiasm. Staff support children to learn about risks as they negotiate the steps on the high slide. Children begin to understand differences in people by talking about their families and the different names they may call special people in their lives. This promotes inclusion and children begin to appreciate and accept each other's differences. Children are ready for school when the time comes because they have a wide range of skills and a positive attitude towards learning, to support their future education.

Support for children with special educational needs and/or disabilities is highly effective. The nursery's special educational needs coordinator is very knowledgeable, experienced and passionate about her role. She has developed effective partnerships with a range of professionals to support staff to develop appropriate interventions with children if needed. Consequently, children and their families are very well supported. Children are fully included in all aspects of the nursery and make good progress. There is a strong focus on supporting and monitoring children's communication and language development. This is especially beneficial to children who speak English as an additional language.

Parents are fully involved in their children's learning. Parents spoken to feel very well informed about their child's progress, which is shared with them in a variety of ways. For example, children's next steps in learning are shared with parents in children's daily diaries. This means parents can support children's learning at home. Staff are very approachable and parents are able to talk to staff daily at handover, and more formally at parents' evenings, regarding their child's care and progress. Parents' contributions are highly valued and play an important part in staff gaining an accurate picture of children's all round development.

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

The key-person system is very well established and provides maximum benefit to both children and their families in developing positive relationships with key staff. Children develop secure emotional bonds with staff who are friendly and approachable professionals. Settling-in arrangements are flexible to suit the needs of individual children and their families. Key persons gather meaningful information from parents at admission to get to know each child and their specific interests. This means that staff are able to support each child's emotional wellbeing exceptionally well and provide the smoothest of starts for them. This is because staff understand the importance for children to feel safe, secure and confident before they show an eagerness and readiness to learn.

Children independently follow good hygiene routines and are gently reminded to wash

their hands at appropriate times, such as before eating meals and after messy play activities. Children's intimate care routines are sensitively met and independence in personal care is well supported. Children enjoy a wide range of healthy meals and snacks, such as lasagne and beef casserole with seasonal vegetables and fruits. Meals are prepared daily on site and the food is sourced from local providers. Meal times are a social event where children of different ages gather with the staff to enjoy their meals and engage in easy conversation. There are clear procedures in place in relation to children with particular dietary requirements. These are strictly followed to promote children's good health and well-being at all times. Children enjoy activities outside each day, and begin to learn about road safety through a targeted programme, which is supported with activities to enjoy with their parents at home. Consequently, children begin to learn about managing their own risk and keeping themselves safe.

The environment is extremely well resourced, stimulating and friendly. All resources are stored at low level. This enables children to follow their interests and develop their own ideas through play and group activities. Children's behaviour is extremely well managed. Staff are excellent role models. They get down to the child's level and calmly set their expectations out. There is a positive atmosphere of mutual trust and respect. Children's efforts and achievements are praised which promotes their self-confidence and self-esteem. Children are very well prepared for the next stage in their learning. Staff support children's emotional well-being at these times particularly well. Children spend short taster sessions in the next room in nursery before moving on completely. Children have the opportunity to meet their schoolteachers in the familiar surroundings of nursery. Consequently, children's emotional well-being is supported very well at times of change.

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

Safeguarding arrangements are very strong. Staff demonstrate a rigorous understanding of their responsibilities in keeping children safe and protected from harm. They fully understand the procedures to follow should they have a concern about children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and as a result, children are cared for in a safe environment. Sampled documentation and records are meticulously maintained, which gives a firm indication that all required documentation is in place and firmly underpins children's welfare and safety.

The providers, one of whom is an Early Years Professional, demonstrate strong and passionate leadership. They have high expectations and are committed to continually improve all aspects of nursery life to ensure each child has the best opportunity to learn and develop. Monitoring of the educational programmes and children's progress is good. This means that any gaps in individual or groups of children's learning are identified quickly. This allows staff to target activities to ensure gaps are closed swiftly and children make good progress. Overall, the quality of teaching is monitored effectively. Staff are encouraged to contribute to peer on peer observations. There is scope to consolidate the use of peer on peer observations further to strengthen the quality of teaching so that

children are able to consistently achieve the highest levels in all aspects of their learning. Staff are well supported to pursue their professional development with many staff achieving professional early years qualifications. Knowledge gained from training courses is shared with all staff. This has a positive impact on practice across the nursery, especially in supporting children's communication and language development and in supporting children with special educational needs and/or disabilities. Children make very good progress in their communication and language development. Children with special educational needs and their families are extremely well supported, and this is a strength of this nursery.

Self-evaluation is accurate and reflects the views of staff, children, parents and other professionals. The providers are very clear on their plans for the nursery, which focus on improving the quality of teaching and further developing children's access to the outdoor provision. Partnerships with parents and other professionals are extremely strong and contribute significantly to the good progress that children make. This ensures that children benefit from a collaborative approach from all those involved in each child's life, which provides continuity for each child to reach their best potential. Feedback from parents and children is overwhelmingly positive. Children demonstrate their enjoyment and talk about the friends they make at nursery. Parents typically comment how pleased they are with the progress their children make, that their children are happy and how friendly, knowledgeable and approachable the staff are. This is a very good nursery where children enjoy a positive early years experience, which provides a solid foundation to support their future learning.

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. 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	EY302283
Local authority	Norfolk
Inspection number	848894
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	85
Number of children on roll	112
Name of provider	Twinkle Tots Partnership
Date of previous inspection	26/05/2009
Telephone number	01553 766211

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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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