

# Twinkle Stars Nursery School



Wembley Football Club, Vale Farm, Watford Road, Wembley, Middlesex, HA0 3HG

## Inspection date

25 March 2015

Previous inspection date

7 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are keen to join in with new activities and follow the routines of the day. They quickly become confident talkers and their understanding grows as staff use signs, pictures, singing and stories throughout the day.
- Staff and parents share high expectations for their children's achievements and work together closely to provide continuity of care routines and learning.
- The nursery provides memorable experiences to enrich children's knowledge of the wider world with many opportunities to take part in festival celebrations, parties and trips to the fire station.
- Children build good relationships in the nursery. They treat each other with kindness and respect as they follow the good example set by staff.
- The manager guides the work of the staff well and makes regular checks on the quality of the staff's plans, activities and resources so that children make good progress from their starting points.

### It is not yet outstanding because:

- Staff sometimes step in too quickly to help children set up games or to tidy away, which prevents children from fully developing their ability to care for themselves and to take responsibility
- The provider is at an early stage of improving the tracking system to more precisely check the progress made by different groups of children in order to target what needs to improve further.

## What the setting needs to do to improve further

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

- give children the time and opportunity to move and use equipment when they set up their own games as well as helping them to take responsibility to tidy up
- embed the tracking system further so that information about any identified gaps in learning is used to set precise targets to drive improvement.

### Inspection activities

- The inspector observed activities both indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out joint observations with the provider.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector held discussions with the provider.
- The inspector spoke with parents and took into account their written comments to the nursery.
- The inspector sampled documents relating to children's learning and development and discussed these with the provider and staff.

### Inspector

Christine Davies HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children progress well because they play, explore and use their imagination in the safe and stimulating environment that is set out to meet their needs. Children, especially those new to the nursery and those at an early stage of speaking English, learn quickly from the routines of the day. Younger children can sleep and eat when they need to. Staff often use visual prompts so that children listen well, understand and stay involved. Children show independence skills at snack time. Older children use mathematical language confidently as they build a 'taller' and 'bigger' tent with fabrics and furniture outside on the terrace. Staff are very attentive to children but do not always give them the opportunity to take responsibility, especially when tidying up. Parents are highly supportive of their children's learning. They contribute examples of children's learning from family days out by adding these into 'learning journals'. This enables the nursery to make fully rounded assessments of children's progress, which are particularly valued by parents of two-year-olds and when children move on to school.

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

Relationships between the staff, parents and children are highly positive. Children quickly form secure attachments with caring staff; they feel at ease and are free to explore in the nursery. Staff observe children closely and know what action to take if they have concerns about the safety or development of any child. The provider successfully involves a wide range of outside agencies to help children with identified needs, for example those with social and communication difficulties needing speech therapy. Staff are well trained and implement a variety of strategies to encourage positive behaviour. Children learn to show appreciation of others with 'please' and 'thank you' flowing naturally in their conversations. With gentle reminders from staff, children behave calmly when moving around indoors and outside. Older children develop the personal skills that will help them move forward into the future as they make friends, take turns and enjoy playing together.

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

The provider successfully made the necessary improvements since the last inspection. The provider monitors the quality of teaching so children benefit from a rich variety of experiences to suit their age and ability. She uses her training and experience as a teacher well to monitor children's progress and guide staff in their planning and assessment. The practice of staff in this aspect of their work has improved strongly. All safeguarding requirements are met for staff recruitment, induction and ongoing supervision. Staff have up-to-date training in essential skills such as paediatric first aid. The provider inspires parents with confidence because of the nursery's approach to the inclusion of all children and celebration of cultural diversity. The provider is implementing a system to track all children's progress, identify gaps in learning and make precise plans for further improvement. It is too soon to see the impact of this.

## Setting details

<b>Unique reference number</b>	EY461804
<b>Local authority</b>	Brent
<b>Inspection number</b>	1008002
<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>	37
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Zahwa Chang
<b>Date of previous inspection</b>	7 May 2014
<b>Telephone number</b>	07799353874

Twinkle Stars Nursery School is privately owned. It was registered in 2013 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from converted premises within a football club. Children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year, and is closed for public bank holidays. The nursery receives funding for free early years education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children speaking English as an additional language. The provider works with seven members of staff. All hold appropriate early years qualifications. The provider is qualified as a teacher. There are currently 60 children in the early years age group on roll. There are no children over five years of age on roll.

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