

Tiny Twinkles

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



Inspection date

25 September 2015

Previous inspection date

9 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider has successfully tackled the areas for development identified at the last inspection to meet all requirements of the Early Years Foundation Stage.
- Staff provide a well-organised environment offering children a stimulating choice of activities indoors and outside.
- Children, including those who speak English as an additional language, are keen to join in with stories, rhymes and songs. They quickly become confident talkers.
- Children are encouraged to follow their own ideas. They use their imagination to express themselves enthusiastically in dance, drawing and construction activities.
- Staff and parents build highly positive relationships through daily discussions and regular parents' evening. Parents are kept well informed about their child's progress.

It is not yet outstanding because:

- The provider and staff are at an early stage of developing methods of tracking children's progress to help close gaps in achievement for different groups of children and improve practice further.
- The nursery does not always encourage every parent to take up the full allocation of hours set aside for their child. This means some children miss out on the full range of activities offered during a session.

What the setting needs to do to improve further

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

- develop the system for tracking children's progress, and use this, and information from children's assessments, as part of the nursery's self-evaluation to help strengthen staff's good practice further and support continual improvement in outcomes for all children
- consider different ways to encourage all parents to take up in full the planned hours of attendance for their child so all children receive the best possible experience.

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 a joint observation with the provider.
- The inspector held discussions 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 spoke with parents and took account of their written feedback to the nursery.

Inspector

Christine Davies HMI

Inspection findings

Effectiveness of the leadership and management is good

Inclusion is at the heart of the nursery's practice. The provider and staff demonstrate respect for different cultures, languages and religions in the varied programme of activities planned for children. The provider puts her experience and qualification to good effect in supporting her staff. She inspires the team to follow a rigorous programme of professional development, which supports continued improvement in the nursery. For example, the outdoor environment and lunch time routines have improved since the inspection. Safeguarding is effective. Staff recruitment procedures meet requirements. Staff induction, training and supervision procedures ensure staff know what to do if they have concerns for a child's development or welfare. The provider has established good links with professionals, such as health visitors, to gain early help if the need arises.

Quality of teaching, learning and assessment is good

Staff assess children's skills, knowledge and understanding accurately and use this information to plan activities to extend children's learning effectively. They find out from parents about children's individual needs. They pay particular attention to children's language and development at home. Staff listen attentively to children and give them plenty of time to develop their own thoughts. Staff help children find the resources they want and move toys freely around to make connections in their learning. For example, children use their counting and problem solving skills as they move their favourite cars into the sand pit outside. Displays of books, models and artefacts are changed frequently to excite children's interest in the wider world. Children draw and start to write their own names. Parents appreciate staff's expertise and take up their suggestions for continuing children's learning at home, for example using strategies to encourage turn taking.

Personal development, behaviour and welfare are good

Children play outdoors safely in all weathers in the improved garden area. Staff encourage dancing, skipping, crawling in play tunnels and climbing so that children learn about healthy activity throughout the day. Key workers nurture positive relationships with parents and children when they first start at nursery. These warm relationships support children as they explore and play. Children treat each other with respect and play cooperatively together. The nursery encourages children to build friendships during sociable lunchtimes and in small group activities. However, some children who arrive late or leave early miss out on these opportunities. Through practical daily routines children confidently learn to move around safely and manage their own personal hygiene well by the time they are ready to move on to school. Staff work closely with parents to care for children who fall ill and minimise the risk of sickness spreading.

Outcomes for children are good

Children make good progress from their starting points with individual support from staff. Children whose punctuality and attendance is lower than it could be make slower progress initially, particularly in their personal, social and emotional development. By the time they are ready to move on to school, children are working comfortably within the range of development typical for their age and gain the key skills they need.

Setting details

Unique reference number	EY295244
Local authority	Brent
Inspection number	1017432
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	36
Number of children on roll	42
Name of provider	Rashmi Kishor Karia
Date of previous inspection	9 October 2014
Telephone number	079 8490 8208

Tiny Twinkles Day Nursery is owned and managed by a private provider. It registered in January 2005 and operates from a converted scout hut. Children have daily access to an enclosed outdoor play area with a shelter to enable all-weather use. It is open each week days from 8am to 5pm, for 46 weeks of the year. There are currently 42 children on roll from two to four years of age. 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, including the manager. All hold appropriate early years qualifications.

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