

# Twisty Tails Nursery Limited

25 Sheaveshill Avenue, Colindale, London, NW9 6SE



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 20 October 2015  |
| Previous inspection date | 19 November 2014 |

|   | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
| <b>The quality and standards of the early years provision</b> |                         |                      |          |
|   | 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

- Leaders and managers successfully made improvements since the last inspection to meet all requirements of the Early Years Foundation Stage.
- Children enthusiastically explore all areas of learning in the refurbished outdoor area. Staff provide a stimulating range of activities both indoors and outside. These include unique resources made from natural materials to capture children's interests.
- Positive relationships between staff and parents support children's good progress throughout their time in the nursery. Parents contribute regularly to assessments through daily discussions and online learning journals. They are kept well informed about their child's progress.
- The nursery places a strong emphasis on children developing good language and communication skills. Children who start at the nursery at a very early stage of speaking English catch up quickly.

### It is not yet outstanding because:

- Managers and staff do not always plan well in advance for enough staff to be in the right place at the busiest times of day, for example at lunchtime in the baby room.
- Staff do not consistently encourage children to use their growing independence skills. Key staff know their children's abilities well but do not always allow time for children to try tasks for themselves, such as pouring their own drinks.

## What the setting needs to do to improve further

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

- enhance the redeployment of staff between rooms in advance of the busiest times of day so children of all ages are always fully supported
- consistently encourage children to try out tasks for themselves to make the most of their growing independence skills when they are ready.

### Inspection activities

- The inspector observed activities both indoors and outside. She spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- 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 manager and deputy manager.
- The inspector spoke with parents and took into account their written feedback to the nursery.

### Inspector

Christine Davies HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The provider has appointed a strong staff team including a new manager to ensure staffing ratios are met. The manager uses her qualification well to give strong leadership of the curriculum and teaching. The nursery has a great focus on inclusion to serve the diverse community around and provide for children of all abilities. Staff are inspired to continue their studies and take on further training to meet a wide range of children's needs, including for disabled children. Safeguarding is effective. Staff are thoroughly vetted. Staff know what to do if they are concerned about a child's welfare or development because of the nursery's comprehensive policies and the training provided. Partnerships are in place, for example with speech therapists, to secure early help for children if the need arises. Parents' views are valued. They have influenced the reorganisation of the rooms and the improvements to the outdoor area.

### Quality of teaching, learning and assessment is good

Staff have secure knowledge of how to promote children's learning. They make astute observations and use assessment information well to plan activities that are right for each child. Staff introduce new ideas, vocabulary and experiences to build on what children already know and can do. Babies explore sand, water and natural objects using all their senses. Toddlers are excited as paint with pine cones instead of brushes to develop physical skills. Staff challenge children to recall ideas and develop their thinking as they converse throughout the day. Their approach enables children, including those at an early stage of speaking English, to become confident learners. Older children make links in their learning as they begin to draw and measure the vegetables they are growing.

### Personal development, behaviour and welfare are good

The key person system works well. Staff nurture children's emotional well-being expertly. The nursery successfully promotes settling in for younger and less confident children; parents take 'Ted' and 'Dino' toys home to help children share nursery experiences. Staff ensure children have a healthy selection of food that meet their cultural, religious or health needs. Staff are calm and patient role models. Expectations are high and children behave well. Younger children start to demonstrate that they are capable of many self-care tasks. With practice, children find their own bags and shoes and can manage hygiene routines with little supervision. Although some times of day are hectic, routines provide active and quiet times appropriately for all children. There are sufficient, well qualified staff to meet all children's needs, but on occasion, staff are not always deployed in advance of busy times of the day.

### Outcomes for children are good

Children who speak English as an additional language, and those with additional communication and language needs, make very good progress from their starting points. Children are working comfortably within the range of development that is typical for their age. Children become self-confident and learn social skills that prepare them well to move on to the next steps in their learning, including school. They share, take turns and treat each other with respect because staff promote these aspects of learning passionately.

## Setting details

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | EY417089                     |
| <b>Local authority</b>             | Barnet                       |
| <b>Inspection number</b>           | 1017511                      |
| <b>Type of provision</b>           | Full-time provision          |
| <b>Day care type</b>               | Childcare - Non-Domestic     |
| <b>Registers</b>                   | Early Years Register         |
| <b>Age range of children</b>       | 0 - 5                        |
| <b>Total number of places</b>      | 40                           |
| <b>Number of children on roll</b>  | 54                           |
| <b>Name of provider</b>            | Twisty Tails Nursery Limited |
| <b>Date of previous inspection</b> | 19 November 2014             |
| <b>Telephone number</b>            | 0208 6170422                 |

Twisty Tails Nursery Limited registered in 2010 and is privately owned. The nursery is open each weekday from 7.30am to 6.30pm, all-year round. The provider receives funding for the provision of free early education for children aged two-, three-, and four years old. The nursery supports disabled children and those with special educational needs and children learning English as an additional language. There are 11 members of staff including the manager. All hold appropriate qualifications and the manager holds a degree in Education.

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