

Twinkle Stars Day Nursery

Caribbean Community Centre, 416 Seven Sisters Road, LONDON, N4 2LX



Inspection date

3 August 2017

Previous inspection date

5 September 2013

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not monitor and support staff well enough, to improve the quality of teaching and assessments to a consistently good level.
- Staff do not support children effectively to understand behavioural expectations, to support their personal and social development.
- Although staff observe children as they play, they do not consistently make accurate assessments of children's progress. Staff do not tailor activities at the right level of challenge to meet the individual needs of children, and not all children make the progress of which they are capable.
- Staff do not consistently keep parents informed about their children's individual progress and next developmental steps, to promote a consistent approach to learning between the nursery and home.
- Self-evaluation is not accurate and successful in targeting and improving weaknesses in practice.

It has the following strengths

- Children are happy and well settled. They develop good relationships with the staff.
- Staff support the children to understand the benefits of healthy food and exercise. They teach them the importance of good hygiene practices.
- Staff provide the children with a safe environment and teach them about personal safety.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ implement effective procedures to monitor staff practice and provide staff with support, coaching and training to raise the quality of teaching to a consistently good level 	03/09/2017
<ul style="list-style-type: none"> ■ develop strategies to support children effectively to learn how to manage their own behaviour and feelings 	03/09/2017
<ul style="list-style-type: none"> ■ improve the accuracy and monitoring of children's assessments, to identify their next steps in learning, to ensure activities are tailored precisely to their individual needs. 	03/09/2017

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

- improve information sharing and communication with children's parents, to further support continuity in children's learning and care
- focus sharply on self-evaluation to identify and target key areas for development, to raise the quality of the provision and improve outcomes for children.

Inspection activities

- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The manager and staff understand their role and responsibility to keep children safe. They have a secure knowledge of the procedures that they should follow to report their concerns about a child's welfare. Although the manager evaluates the quality of the provision and seeks parents' views, she does not use the information effectively to address all areas of weakness. She does not monitor assessments of children's progress well enough to ensure any gaps in development are rapidly identified and addressed. Staff supervision and coaching are not effective enough to address weaknesses in teaching practice. Staff complete mandatory training but have few opportunities to develop new skills to raise the quality of their teaching to a consistently good level. Overall, parents say that they are happy with the care that their children receive. However, staff do not regularly keep them up to date with information about their children's progress, to enable them to support learning at home.

Quality of teaching, learning and assessment requires improvement

Staff follow children's interests during free play and play imaginatively alongside them, such as when children pretend to make food for each other. Children develop a love of books and confidently ask staff to read to them throughout the day. However, staff do not precisely tailor activities to all children's abilities to help them quickly achieve their next learning steps. Staff do not consistently challenge and extend children's learning. They too frequently over-direct children's play and do things for children, rather than allowing them to think about and solve problems for themselves. For example, during a dough-making activity, staff measured and added the ingredients to children's bowls for them to mix. Children became bored and lost interest.

Personal development, behaviour and welfare require improvement

Generally, children feel secure and comfortable in the setting. Staff provide a welcoming environment for children to explore freely, and children select toys to suit their interests. Staff respond to the children's emotions. However, they do not support children well enough to respect others, and learn to manage their own feelings and behaviour. Staff do not set clear and consistent boundaries at the right level for children's age and stage of development, to promote positive behaviour. For example, they do not support children to take turns and share.

Outcomes for children require improvement

Not all children make the best progress possible in their learning. Nevertheless, children gain some skills that prepare them for the next stage in their learning and for their move on to school. They learn to use tools in a safe and confident manner, such as knives to cut up their fruit at snack time. Children develop their listening skills, for example, they enjoy stories and follow instructions during activities.

Setting details

Unique reference number	144558
Local authority	Hackney
Inspection number	1061489
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	22
Number of children on roll	17
Name of registered person	Father Love Trust
Registered person unique reference number	RP907825
Date of previous inspection	5 September 2013
Telephone number	0208 8000526

Twinkle Stars Day Nursery first registered in 1998. It operates from a Caribbean community centre in the London Borough of Hackney. The nursery is open each weekday from 8.20am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged three and four years. There are 12 members of staff, all of whom hold appropriate early years qualifications, including nine at level 3, two at level 2 and one who holds early years teacher status.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

