

# Twinnie Day Nursery

Abbey Road, Belvedere, Kent, DA17 5DE



**Inspection date** 25 August 2017  
Previous inspection date 13 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 management team provides good support for staff to continue their professional development. Staff make the most of opportunities to develop their practice further. For example, by attending training or sharing their knowledge and skills within the setting. This helps to ensure that the quality of teaching is consistently improving.
- Children enjoy the varied and imaginative activities provided by staff. They join in with excitement and enthusiasm. For example, they explored how they could melt a block of ice to free the toy dinosaurs trapped inside.
- Staff develop close bonds with the children. They are extremely responsive to each child's individual needs and preferences. This helps children to feel secure and confident at nursery.
- Children enjoy learning and make good progress from their various starting points. This includes children who speak English as an additional language and those in receipt of additional funding.

### It is not yet outstanding because:

- There are few opportunities for children to look at books independently to encourage their interest in stories and learn how to find out information.
- Staff do not consistently present opportunities for writing and making marks in ways that are meaningful and relevant to the children.

## What the setting needs to do to improve further

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

- enrich opportunities for children to look at and find information from books, to encourage their interest and enjoyment of reading
- present opportunities for making marks and writing in ways that are meaningful to children, according to their interests and stage of development.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager and deputy manager. She also explored the views of the staff and children during the inspection.
- The inspector had discussions with a number of parents. She also looked at a sample of parents' written feedback and considered their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the deputy manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of child protection issues. They are aware of signs which might indicate a child is at risk from harm and know how to report any concerns to the appropriate authorities. Managers reflect upon the quality of the provision. They actively seek the views of parents, staff and other professionals, such as their early years adviser. This helps to ensure that the improvements they make have a positive impact on the service and outcomes for children. Partnerships with parents are effective. Parents comment on the good exchange of information about their children's care and learning. They say that this ensures their children are well cared for at nursery and helps them to support their learning at home.

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

Staff observe children and regularly assess their progress. They have a thorough understanding of each child's learning and development. They use this information effectively to plan the next steps in each child's development. Children learn about numbers and counting in interesting and enjoyable ways. For example, in the garden children put together a large number puzzle. They had fun counting as they jumped from one number to the next. Staff provide good support for children during activities, helping them to gain a range of skills and abilities. For instance, they show them how to use their fingers and simple tools to mould and shape play dough. Staff support children's communication skills well.

### Personal development, behaviour and welfare are good

Children learn about and enjoy healthy lifestyles. For instance, they get plenty of fresh air and exercise in the nursery garden each day. Older children demonstrate their understanding of the benefits of healthy eating. For example, they engaged in a lively conversation with staff about the foods that footballers eat to help them play well. Staff provide plenty of praise for children, helping them to recognise what they are doing well. This boosts the children's confidence and self-esteem, and assists them in understanding what is expected of them. Children's behaviour is good.

### Outcomes for children are good

Children are confident and independent learners. They readily express themselves creatively through music, movement, role play and drawing. They communicate effectively as they ask and respond to questions, recall past experiences and share their ideas with others. Older children develop a wide range of skills to support them as they move on to school. For example, they confidently recognise letters in their names and link them to the sounds that they represent.

## Setting details

<b>Unique reference number</b>	EY455796
<b>Local authority</b>	Bexley
<b>Inspection number</b>	1069185
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	51
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Twinnie Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908010
<b>Date of previous inspection</b>	13 May 2014
<b>Telephone number</b>	02083212605

Twinnie Day Nursery registered in 2013. The nursery operates Monday to Friday, from 7.00am to 6.30pm, and 8:00am to 5:00pm on Saturday, all year round. It also has the facility to operate a breakfast club, after-school club and holiday playscheme for school-aged children. A team of 10 members of staff is employed to work with the children. Of these, eight have a relevant childcare qualification; the manager holds early years professional status, while other staff are qualified at levels 2 or 3. The nursery provides funding for the provision of free early education for children aged two, three and four years. The nursery incorporates the Reggio Emilia approach into its teaching practice.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

