

Inspection date	1 September 2017
Previous inspection date	8 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 leadership and management team is enthusiastic and has high expectations for the provision. Managers and staff reflect together on what they provide. They are quick to implement new ideas to promote the learning and care of children who attend.
- Staff work effectively in partnership with parents. They keep parents informed about children's development. Staff involve parents in supporting children's learning in the nursery and at home. Parents comment positively about children's good progress.
- Staff have a secure knowledge of the age range of children they work with and know how to promote their learning. They know the children well, including what they are interested in and their current stage of development. Staff use this information to carefully plan opportunities to promote children's continued learning.
- Children are encouraged to be independent at every opportunity. Staff teach them to identify risks, such as when they learn how to use knives safely. Children eagerly help to cut up fruit for snack under the close supervision of staff.
- Staff work closely with other professionals to ensure that children who have special educational needs and/or disabilities receive targeted support. This helps children to make good progress given their starting points in learning.

It is not yet outstanding because:

- Occasionally, staff do not make the most of opportunities to extend children's thinking and ideas during their self-chosen play.
- Systems for checking on the progress of different groups of children are still being developed.

What the setting needs to do to improve further

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

- use every opportunity to extend and enhance children's interests and ideas during self-chosen play so that they become expert and highly motivated learners
- build further on the systems for monitoring the progress different groups of children make so that any variations in learning and development can be precisely targeted through high-quality teaching to help children make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The manager supports staff to continually update their skills and knowledge. Staff access training which is specifically targeted to help develop their understanding of how to support children's complex needs, such as those who have special educational needs and/or disabilities. Staff are keen to share their knowledge and skills with others to support staff's all-round development. They communicate well with each other throughout the day to ensure children's needs are consistently met. Safeguarding is effective. Staff understand their responsibilities to report concerns they have about children's welfare. The manager has secure procedures in place to ensure all concerns are dealt with promptly and effectively, involving outside agencies where required. Staff work closely with the local school to enable children to achieve a successful move to school. Staff use feedback from the school to help prepare children emotionally and developmentally for the next stage in their learning.

Quality of teaching, learning and assessment is good

Staff plan interesting activities in which children engage well. They make ongoing assessments of what children know and can do and continually check on the progress they make. Children show determination and concentration as they play. They independently access puzzles which they eagerly complete. Then they choose more difficult puzzles as they continue to challenge themselves further. Older children listen intently during story time. They join in with the story as they recall words and phrases. Babies confidently explore the many physical opportunities they have access to. They join in a game of rolling a ball to each other supported by staff. They explore with sand and use a range of tools to scoop and fill. Staff support children's mathematical development and introduce numbers and counting into everyday play.

Personal development, behaviour and welfare are good

Staff are good role models for children. They encourage children to use good manners and be polite to their friends. Children behave well and know the rules and boundaries they must follow. For example, older children know how many are allowed to play in each area and abide by the rules to keep each other safe. Children are given choices of what they want to do. These help them to feel valued and know that their opinions matter. Children are happy and confident in the nursery. They share stories about their lives with others and learn about similarities and differences in the wider world. Children enjoy healthy food to eat and playing outdoors in the fresh air.

Outcomes for children are good

Children make consistently good rates of progress and those who have special educational needs and/or disabilities develop in confidence. Children form secure bonds with key staff which they use as a secure base to explore independently. Older children enjoy exploring and are active learners. They are inquisitive and eager to take part in activities. This prepares them well for future challenges, such as when they start school.

Setting details

Unique reference number	EY302283
Local authority	Norfolk
Inspection number	1092234
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	85
Number of children on roll	112
Name of registered person	Twinkle Tots Partnership
Registered person unique reference number	RP525327
Date of previous inspection	8 January 2015
Telephone number	01553 766211

Twinkle Tots registered in 2005. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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

