

# Twinkling Toddlers

280 Formans Road, Tyseley Community Centre, Tyseley, Birmingham, B11 3BY



<b>Inspection date</b>	26 January 2018
Previous inspection date	2 December 2015

<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

- Staff use what they know about children to challenge and support them effectively to acquire the skills and capacity to develop and learn. Children make good progress.
- Information is continually shared to ensure that staff and parents work together to meet children's needs. They also work with other professionals to ensure that children who have special educational needs receive the additional support they need.
- Children's speaking skills are developing well. Staff communicate in different languages and skilfully support children in using the languages they speak at home, while also supporting their use of English.
- Staff give children's emotional security a high priority. Relationships are good and children are happy and confident.
- The manager monitors and evaluates staff practice to identify any areas of development and provide guidance and coaching to help secure continuous improvement.
- Staff are knowledgeable of how to identify children at risk of abuse and neglect. They know the local referral procedures to follow if they are concerned about a child.

### It is not yet outstanding because:

- On occasions, staff do not give children enough time to maintain a focus on an activity that interests them.
- Staff do not fully support younger children in independently managing all of their personal care needs.

## What the setting needs to do to improve further

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

- extend support for children to maintain a focus on activities that interest them
- increase support for younger children's efforts at independently managing their personal care needs.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She conducted a joint observation with the manager of the provision.
- The inspector discussed teaching methods with the manager.
- The inspector held meetings with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff are aware of potential risks within the community centre premises and minimise these appropriately. They ensure that the playroom is secure. Procedures for staff recruitment, selection, induction and ongoing suitability meet requirements. The manager constantly maintains staff-to-child ratios and staff closely supervise children, for example, while accessing toilets and a play park that is adjacent to the building. The manager ensures comprehensive child protection information is clearly visible and staff are aware of this, and put it into practice, including the contents of a thorough safeguarding policy. This includes the use of mobile phones and cameras. The manager and staff review the provision and identify priorities for improvement. A current focus is on reorganising the large playroom to enhance the provision for two-year-old children.

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

Staff challenge children effectively to reach the next stage in their development. Children are keen to get involved in activities and to explore and investigate. For example, three-year-old children play independently and cooperatively while mixing sand and water. Staff encourage them to mix oats, paint and water with their hands and they support children in talking about colour and texture. Older children concentrate well while creating pictures with glue, glitter and different materials. Staff organise group times effectively for children at different stages of development. For example, the key person for the youngest children, some of whom do not speak English at home, looks at picture books with them. She effectively supports their use of single words and their development of simple sentences.

### Personal development, behaviour and welfare are good

Children behave well. Staff offer praise for children's efforts and achievements, helping to boost their self-confidence. Staff promote children's good health. They provide healthy snacks and offer advice for parents on the content of packed lunch boxes. Children are physically active. They move their bodies in different ways while joining in with actions to songs, and develop skills while playing on equipment at the park that challenges them effectively. Children learn safety rules for accessing the play park, such as holding hands with another child and walking 'two-by-two'. They learn how to cross roads safely while walking in the local community.

### Outcomes for children are good

Children develop good skills that help them to be ready for the move on to school. They practise their good handling skills in various ways, explore their senses and make marks using different techniques. Pre-school children are learning that sounds link to letters. They talk with staff about the colour and the letter of the week and find items that begin with the letter. Children are learning to calculate. For example, they sing songs that involve counting and subtracting. They use their fingers to represent quantities.

## Setting details

<b>Unique reference number</b>	EY453851
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1122291
<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
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Twinkling Toddlers Limited
<b>Registered person unique reference number</b>	RP531987
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	07581 345192

Twinkling Toddlers registered in 2012. The nursery employs five members of childcare staff. Of these, the manager is qualified at level 6, three staff are qualified at level 3 and one is qualified at level 2. The nursery opens from Monday to Friday during term time. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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