

Inspection date	16 April 2018
Previous inspection date	24 July 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not have appropriate arrangements in place for the supervision, support, coaching and training of new staff or students.
- The provider does not deploy staff effectively to ensure that suitably trained staff are working with babies to meet their needs at all times.
- The provider does not ensure that all staff have enough understanding of the wider child protection issues, such as the signs that indicate a child might be at risk from extreme views and behaviours.
- The quality of teaching is variable. Staff working with the younger children do not use what they know about children well enough to plan or tailor learning to their individual needs.
- The provider does not provide enough opportunities for children who speak English as an additional language to develop and use their home language in play and learning.

It has the following strengths

- Children who have special educational needs (SEN) and/or disabilities receive high levels of support to help them achieve their expected targets.
- Staff support children well to develop self-control and good behaviour. They celebrate children's achievements, which promotes children's confidence and sense of self-esteem.

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 arrangements for staff supervision, support, coaching and training to identify weaknesses in practice and help staff improve their knowledge and skills to raise outcomes for children 	16/05/2018
<ul style="list-style-type: none"> ■ improve the deployment of staff to ensure that suitably trained staff are working with babies, so that their individual learning and development needs are met at all times 	16/05/2018
<ul style="list-style-type: none"> ■ ensure all staff have a good understanding of wider child protection issues, such as the signs that indicate a child might be at risk from extreme views and behaviours 	16/05/2018
<ul style="list-style-type: none"> ■ ensure staff working with younger children promote well-planned, purposeful play that fully takes into account children's interests and stage of development, so they children are stimulated and inspired to learn more 	16/05/2018
<ul style="list-style-type: none"> ■ provide more opportunities for children who speak English as an additional language to develop and use their home language in play and learning. 	16/05/2018

Inspection activities

- This inspection was carried out following the risk assessment process.
- 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 with children and staff during the inspection. She spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are ineffective. The provider does not ensure that all staff have enough understanding of wider child protection issues, such as their role in protecting children from extreme views and behaviours. The provider implements suitable recruitment procedures to check staff's suitability to work with children. The majority of staff have appropriate first-aid training and understand how to deal effectively with accidents. They adequately supervise children to keep them safe. Staff complete risk assessments of the nursery environment and outings to minimise hazards to children. The provider ensures staffing ratios are met. However, she does not deploy staff effectively to ensure that suitably trained staff work with babies. As a result, staff do not successfully meet babies' individual care and well-being needs at all times. The provider's monitoring of staff's practice is weak. She does not identify all areas for improvement. She does not have appropriate arrangements in place for the supervision, coaching and training of new staff. Students who attend placements in the nursery do not receive enough support or guidance to help them develop their skills and knowledge. Although staff receive training as a group, professional development does not target their individual training needs. As a result, staff working with younger children do not deliver good-quality learning experiences that improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

Staff assess some children's progress and identify next steps in their learning. They share their assessments, including the required progress check for children aged between two and three years, with parents. However, staff working with babies and toddlers do not use the information they gather to plan effectively to meet children's individual learning needs. They do not support children to develop their communication and language skills well. For example, they do not provide enough opportunities for children who speak English as an additional language to develop and use their home language. In addition, staff's expectations of how long children can sit and listen during group activities are too high. As a result, children quickly become bored and restless. Pre-school children enjoy good learning experiences. Staff support them to develop strong communication and language skills. They are encouraged to ask relevant questions and think critically. Staff working with pre-school children promote mathematics well throughout their play. They promote children's early literacy skills, looking at words in different contexts. Children make lists and identify letters around them. Pre-school children demonstrate a good knowledge of the world and their community. They talk with excitement about trips to the post office and railway station.

Personal development, behaviour and welfare are inadequate

Due to weaknesses in leadership and management, the provider does not adequately maintain children's safety and welfare. Nevertheless, parents are positive about their children's experiences. They say that all staff are very friendly and work well with parents to support children's specific health or dietary needs. Staff encourage appropriate hygiene procedures. They manage children's behaviour well. Children enjoy a wide range of home-cooked, healthy meals.

Outcomes for children require improvement

The youngest children are not supported well enough to make enough progress. Nevertheless, they make choices about their play using high-quality resources. Children attend the nursery from a wide range of backgrounds. They begin to understand and respect things that make them similar or different to others. Pre-school children work independently and in small groups. They listen carefully, pay attention and take turns in speaking and listening. These skills help to prepare them for their future learning.

Setting details

Unique reference number	EY458551
Local authority	Leeds
Inspection number	1134190
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	0 - 4
Total number of places	106
Number of children on roll	128
Name of registered person	Twinkles (Leeds) Limited
Registered person unique reference number	RP903428
Date of previous inspection	24 July 2013
Telephone number	01132471731

Twinkles Leeds registered in 2013. The nursery employs 30 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 or above and one has qualified teacher status. The nursery opens all year round, except for bank holidays and a week at Christmas. 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.

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