

Coppice Childcare - Shard End Ltd T/a Twinkle Tots Nursery



Twinkletots Day Nursery, 205 Shard End Crescent, Birmingham, West Midlands, B34 7RE

Inspection date	11 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Not all staff have a good knowledge and understanding of safeguarding matters. Some staff do not know the types of abuse and neglect. They do not understand the procedures to report concerns they might have about a child in their care.
- Robust induction systems are not in place to prepare staff for their work with children. The performance management arrangements lack rigour. This means that staff do not receive sufficient guidance and support to fulfil all aspects of their roles well. The key-person system is not effective to support children's personal care and learning or to share information with parents.
- Staff do not make accurate assessments of children's development to plan effectively for the next steps in learning. The provider does not ensure staff complete the progress check for children aged between two and three years. This means that children do not receive the support they need to quickly close any gaps in their learning.
- Staff do not implement effective hygiene procedures to protect children against infection. In particular, they do not follow good practice with regard to the use of pacifiers to promote children's good health.
- Mealtimes are not well organised and staff do not effectively meet the personal needs of children during routine activities.

It has the following strengths

- The environment is welcoming with many colourful examples of children's work.

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"> ■ ensure staff receive effective training so that they are able to identify the types of abuse and understand the procedures to report any concerns they might have about a child in their care 	25/05/2018
<ul style="list-style-type: none"> ■ implement a robust induction programme and provide effective support to enable staff to understand their roles and responsibilities 	25/05/2018
<ul style="list-style-type: none"> ■ develop performance management arrangements to provide effective training, coaching and support for staff to enable them to fulfil all aspects of their roles 	25/05/2018
<ul style="list-style-type: none"> ■ implement a more effective key-person system to ensure that every child's personal care and learning are tailored to their individual needs and to enable the sharing of more detailed information with parents 	25/05/2018
<ul style="list-style-type: none"> ■ develop systems to ensure staff accurately assess children's development and use the information gained from these to effectively plan for children's further learning 	25/05/2018
<ul style="list-style-type: none"> ■ complete the progress check for children aged between two and three years to ensure children receive the support they need to quickly close gaps in their learning, and provide parents with a short written summary of their child's development in the prime areas 	25/05/2018
<ul style="list-style-type: none"> ■ implement rigorous hygiene procedures to protect children against infection. 	25/05/2018

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

- review the organisation of mealtimes and ensure staff implement effective care practices to meet the personal needs of children.

Inspection activities

- The inspector held meetings with the provider and manager and discussed the self-evaluation process.
- The inspector looked at relevant documentation and evidence of the suitability of persons working in the setting.
- The inspector observed the quality of teaching and the impact this has on children's learning. The inspector carried out joint observations of activities with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke with a number of parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Some staff do not understand their responsibilities to protect children from harm. However, the manager has a secure knowledge of the procedures to follow if there are allegations made against a member of staff. The provider implements effective recruitment procedures, but she does not follow this through with a robust induction programme. Staff do not develop the skills they need to effectively support children. Although the provider carries out regular self-evaluation, the monitoring of staff's practice is not strong. Supervision meetings do not help staff to improve their performance. Furthermore, although the manager reviews the assessment records that reflect children's development, staff do not receive effective support to enable them to identify why there are gaps in children's learning. They do not have a secure understanding of how to support all children to make good progress. The provider ensures staff adhere to some procedures. They are aware of the policy that does not allow smoking on, or in front of, the premises. A sickness policy is in place and parents receive notification about any outbreaks of illnesses in the nursery.

Quality of teaching, learning and assessment is inadequate

Staff do not systematically gather evidence of children's starting points when they transfer from one room to another. Although they make regular assessments of children's development, these are often inaccurate. Therefore, key persons do not have the correct information to plan activities to help close gaps in children's learning. Some staff have a limited knowledge and understanding of the early years foundation stage framework and are not able to support children well. Staff do not hold enough ongoing discussions with all parents so that they are guided to continue with their child's learning activities at home. The progress check for children aged between two and three years is not implemented. This means that opportunities are missed to quickly identify where children might need additional support in their learning. That said, not all practice is weak. Staff in the baby room encourage babies to explore textures and to learn through enjoyable, sensory play. Children in the pre-school room have opportunities to practise skills, such as cutting and to develop their understanding of comparing size and recognising letters.

Personal development, behaviour and welfare are inadequate

The key-person system is not effective and children do not receive strong support for all aspects of their personal development. Although staff are deployed well to supervise children, mealtimes are chaotic and noisy. This does not effectively promote children's emotional and social well-being during routine activities. Staff do not ensure they consistently use good hygiene practices. For example, during lunchtime, staff do not clean the tables between courses to provide an acceptable, hygienic environment for children while they eat. Furthermore, when children drop pacifiers on the floor, staff give them back to children for them to use without cleaning them. Older children know the behavioural expectations of the nursery and they play well with their friends. Staff implement appropriate toilet training procedures with children and record these daily. Children have opportunities to play outside daily and enjoy running around in the fresh air.

Babies and younger children sleep as part of their daily routines. Staff in the baby room give lots of cuddles and attend promptly if babies cry or are unsettled.

Outcomes for children are inadequate

Overall, not all children make good progress in their learning and development. Some children are not at the typical level of development for their age. However, children are developing some skills for their future learning at school. They have opportunities to practise making marks and they enjoy writing the letters in their names. Younger children are developing independent skills to wipe their faces after meals and they learn to be polite. Children learn to take turns and share while they explore their surroundings.

Setting details

Unique reference number	EY547006
Local authority	Birmingham
Inspection number	1135596
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	80
Number of children on roll	125
Name of registered person	Coppice Childcare - Shard End Limited
Registered person unique reference number	RP547005
Date of previous inspection	Not applicable
Telephone number	0789827843

Coppice Childcare - Shard End Ltd T/a Twinkle Tots Nursery registered in 2017. The nursery employs 28 members of childcare staff. All hold appropriate qualifications at level 2 or 3. The nursery opens all year round from 7.30am to 6.15pm, Monday to Friday. The nursery receives early funded education for children aged two, three and four years old.

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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