

<b>Inspection date</b>	11 June 2018
Previous inspection date	14 August 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

- Leaders are committed to improving the provision. They use effective evaluative systems to identify weaknesses and make continued improvements.
- Children are happy and settled. They share warm and nurturing relationships with staff and this contributes towards their emotional well-being.
- Staff complete regular observations of children's learning and make accurate assessments of their development. They use information gathered to plan a variety of activities to support children in the next stages of their learning. Children make good progress in their learning from their starting points.
- Children behave well. They play cooperatively, taking turns and sharing resources.
- Parent partnerships are strong. Parents provide regular information about their children's likes and dislikes. Information gathered is used to support children in their learning and development. Parents are happy with the care their children receive.

### It is not yet outstanding because:

- Staff do not consistently give children enough time to consider and respond to questions.
- Staff do not make the most of every opportunity to extend children's vocabulary even further.

## What the setting needs to do to improve further

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

- give children more time to think and use their developing speaking skills before asking more questions or providing them with an answer
- strengthen staff's knowledge about how to make the most of every opportunity to further promote children's vocabulary.

### Inspection activities

- The inspector held a meeting with the leaders and managers. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector assessed the quality of teaching and learning indoors and outside.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with parents to gather their views and opinions.
- The inspector spoke with staff and children throughout the inspection.

### Inspector

Paula Graves

## Inspection findings

### Effectiveness of the leadership and management is good

Staff feel supported through regular monitoring and supervision processes. Leaders provide regular training for staff to improve their practice. This develops their skills and knowledge and keeps their thinking current and updated. Safeguarding is effective. Leaders and staff understand their responsibilities to keep children safe from harm. They understand the signs and symptoms of abuse. They know the procedures to follow should they have concerns about a child. Recruitment and induction procedures are robust. Leaders make appropriate checks to ensure staff are suitable to support children's welfare and learning. Children's learning is monitored closely and action taken where necessary.

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

Staff use knowledge of children's likes and interests to plan various activities. Activities planned support learning and development. Staff provide opportunities for children to develop their mathematics and literacy skills. This prepares them for the next stages in their learning, including school. For example, children park numbered wheeled toys in corresponding bays outside. Staff sing various counting songs and rhymes with younger children. Staff provide opportunities for children to practise early writing skills in everyday situations. For example, they encourage children to write recipes for baking activities. They also encourage them to write their names on their work. Babies are free to explore various textures, such as fabric and paint. This helps to promote their sensory development. Staff support parents to continue children's learning outside of the nursery. They set challenges for children to complete at home. For example, they make robots using various shapes or buy bottles of milk from the shops. Children develop information and communication technology skills as they use cameras to take photographs of bugs they see on a bug hunt. Staff support children to make booklets and write about what they have seen.

### Personal development, behaviour and welfare are good

The environment is stimulating inside and outside. Children are encouraged to live healthy lifestyles. They are offered a variety of healthy meals and snacks. They have opportunities to be physically active in well-resourced outside spaces. Staff effectively support children's independence. Children are confident to carry out tasks for themselves. They meet their own physical needs. For example, children select and chop their own fruit and pour their own drinks at snack times. Younger children wash and dry their hands independently. Staff are close by to provide support where necessary. Staff supervise children well, helping to keep them safe. They give them reminders about holding onto the rail as they walk down the stairs and drinking water in warm weather. Children's behaviour is good and staff praise children in appropriate ways.

### Outcomes for children are good

Leaders and staff meet the differing needs of children. This includes children who speak English as an additional language and children who have special educational needs and/or disabilities. Any gaps in development are identified quickly and addressed, ensuring all children are prepared for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY397931
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1105015
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Cosy Toes Nursery Ltd
<b>Registered person unique reference number</b>	RP525359
<b>Date of previous inspection</b>	14 August 2014
<b>Telephone number</b>	01616556488

Twinkle Toes registered in 2009. It is managed by a limited company. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3. One holds qualified teacher status and one holds a qualification at level 5. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides free early education for two-, three- and four-year-old children.

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