

Twinkle Stars Day Nursery

Caribbean Community Centre, 416 Seven Sisters Road, London, N4 2LX



Inspection date

22 June 2018

Previous inspection date

3 August 2017

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not taken effective steps to meet all actions raised at the last inspection. Self-evaluation is not used well enough to identify weaknesses.
- Leaders have not implemented effective systems for consistently monitoring and assessing children's development, from when they start and on an ongoing basis. These weaknesses impact on the progress children make in the setting.
- Leaders and staff do not fully understand their responsibility to carry out the progress check for all children aged between two and three years, as required.
- At times, the organisation of group sessions and some care routines are not planned carefully enough to take appropriate account of children's age-dependent needs.

It has the following strengths

- Staff interact kindly with children and support them to settle quickly in the setting. They help older children to understand and use vocabulary about their emotions. Children make positive relationships and manage their feelings appropriately.
- Partnerships with parents are strong and parents speak highly of the staff team. Staff provide regular feedback to parents about children's daily experiences. This aspect of the setting has been successfully addressed since the last inspection.
- Staff support children's physical development well. Children have a range of opportunities to explore both inside and outside, and staff encourage children to take on challenges. For example, children enjoy using the climbing equipment and kicking balls.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the accuracy and monitoring of children's assessments and starting points to identify promptly their next steps in learning and use information gained from these to ensure activities are tailored precisely to children's individual needs 	06/07/2018
<ul style="list-style-type: none"> ■ gain an effective knowledge of when to complete the required progress check for all children aged between two and three years. 	06/07/2018

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

- consider the organisation of care routines to minimise unnecessary waiting time for children
- reflect on the planning of some group activities to ensure they are consistently matched to younger children's needs and interests
- make better use of systems for evaluating the quality of the setting to help identify weaknesses and target areas for improvement.

Inspection activities

- The inspector observed staff's teaching practice and children's learning experiences, indoors and outdoors.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke with children and staff at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of children's learning records, staff's observations and planning, and a range of policies and documentation, such as the suitability of staff and the setting's safeguarding procedures.

Inspector
Shana Laffy

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. All staff have a secure knowledge of their responsibilities in child protection and follow clear procedures to maintain children's welfare. Leaders have made some improvements to the setting, following their last inspection. They support staff through regular mentoring and have implemented effective systems to offer ongoing training and development to enhance practice. However, leaders have not acted promptly enough to improve arrangements for monitoring children's progress over time. This impacts on outcomes for children. Self-evaluation is not fully robust. Leaders value the importance of making professional links and they seek support from others. For example, staff have attend training sessions with their local authority advisers, which focused on supporting children aged under two years. This has increased confidence among staff.

Quality of teaching, learning and assessment requires improvement

Staff support children to be creative and use their imagination. For example, children enjoy role play and carry their baskets of play food over to the till to pay for their 'shopping'. Staff make the most of opportunities to support older children's mathematical knowledge. For example, children count how many cups they need for lunchtime and begin to understand simple addition. However, some group activities are not organised effectively. At times, younger children lose interest and staff do not make the best use of resources to keep them consistently engaged. Systems to reflect on what children know and can do when they start are inconsistent and arrangements to demonstrate children's ongoing achievements are not robust. Where there are gaps in learning, staff are slow to identify these and do not always plan appropriate opportunities to support children's individual needs. Furthermore, staff have not completed the progress check for all children aged between two and three years, as required.

Personal development, behaviour and welfare require improvement

Overall, children are happy and behave well. They build close relationships with staff and their peers. Children are encouraged to be independent and enjoy trying things for themselves. For example, older children help set up for mealtimes. However, staff do not always consider the children's needs when planning care tasks. At times, children have to wait for a long time to complete handwashing and this impacts on their experiences throughout the day. Staff create a safe environment and teach children about staying active and healthy. Children have opportunities to learn about those who are different and the same as themselves, and staff plan activities in the local area.

Outcomes for children require improvement

Children are confident and excited to explore age-appropriate resources. Children of all ages show good small-muscle control. Older children construct with blocks and are able to use their skills in problem solving, while collaborating within a group maturely. Children enjoy singing and are keen to express their ideas. They explore sensory activities, such as sand and water play, and talk about what they can feel. However, due to inconsistencies in assessment, not all children make the progress they are capable of and are not well enough prepared for future learning or their move to school.

Setting details

Unique reference number	144558
Local authority	Hackney
Inspection number	1111400
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	1 - 4
Total number of places	35
Number of children on roll	29
Name of registered person	Father Love Trust
Registered person unique reference number	RP907825
Date of previous inspection	3 August 2017
Telephone number	0208 8000526

Twinkle Stars Day Nursery registered in 1998. It is situated in the London Borough of Hackney. The nursery operates each weekday from 8.30am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff, all of whom hold appropriate early years qualifications, including 10 at level 3, and one who holds early years teacher status.

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 2018

