

<b>Inspection date</b>	27 September 2018
Previous inspection date	16 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision is good

- The provider, manager and staff work well as a team and since their last inspection have developed a shared vision and high aspirations for the nursery. They undertake regular evaluation and have identified areas they wish to develop to further enhance the nursery.
- Experienced and qualified staff make effective use of observations and assessments to help them to identify children's next steps in learning. Staff have good interactions with children, particularly in the pre-school room, where they make superb use of questioning, commentary and repetition.
- Parents are encouraged to share their different cultures and experiences with children. For example, staff focus on a 'country of the month' and families have the opportunity to share their own cultural experiences, including food, music and dance. Children are well supported as they begin to explore their similarities and differences.
- Partnerships with local schools, agencies and other providers work well and make a strong contribution to meeting children's individual needs. Appropriate interventions are quickly identified and secured for children when needed. Parents are extremely complimentary about staff and the service they provide.
- Staff provide a well-resourced, welcoming environment. Children have access to an impressive range of toys and experiences, inside and outside, that helps to support their learning and development. Children are curious to explore and are enthusiastic and motivated to learn.

### It is not yet outstanding because:

- Staff do not always consider the impact of daily routines that interrupt children's play.
- Some staff do not consistently use the opportunities during every day routines to encourage and extend children's learning further.

## What the setting needs to do to improve further

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

- strengthen staff's skills in recognising when it is appropriate to interrupt children's concentration for every day routines and the impact this has on their engagement
- continue to improve staff's skills to help them make the most of all opportunities, including mealtimes, to extend children's learning even further.

### Inspection activities

- The inspector observed different activities, including outdoor learning, and assessed the impact these have on children's learning.
- The inspector undertook a joint observation with the manager.
- The inspector held a meeting with the manager and a deputy manager from the management team.
- The inspector looked at a selection of policies, children's records and documents relating to the suitability of staff. She discussed self-evaluation with the manager.
- The inspector talked with parents and staff to gather their views.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of leadership and management is good

The manager ensures that staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare. Staff have completed training updates about how to identify any children who may be at risk of exposure to extreme ideas or behaviours. The provider reviews recruitment and induction procedures and has completed training in safer recruitment. This helps ensure that staff are suitable to work with children. Safeguarding is effective. The professional development of staff is supported well, for example, through regular supervision, coaching and mentoring. Staff receive a thorough induction and develop a good understanding of the provider's expectations and their roles and responsibilities.

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

Staff complete a range of observations to understand children's individual needs and offer activities which promote all areas of learning. Activities are tailored to suit the age and stage of each child. For example, babies and young children enjoy using paints, foams and chunky chinks to make patterns and pre-school children skilfully use paint brushes to paint pictures of their family. Staff help children to develop their language and introduce new words, such as 'roll, pat, taller and shorter'. Younger children are supported through singing songs with repetitive words which help them to explore making different sounds. Staff support children who have special educational needs and/or disabilities well. Staff seek timely advice as they support children's individual needs to help all achieve their individual potential. Information about children's progress is regularly shared with parents.

### Personal development, behaviour and welfare are good

The key-person system is effective in helping children settle quickly and be ready to learn. Staff are warm and kind in their approach. They are good role models and offer children calm and patient guidance and praise. They use effective strategies to help children behave well, such as reinforcing the rules during group times and using sand timers to take turns with resources. Staff gently encourage children's developing independence. For instance, all children are encouraged to participate in 'tidy time' and learn to care for their resources and environment. Older children enjoy carrying out simple acts of self-care as they eagerly feed themselves at lunchtime. Children thoroughly enjoy the healthy home-cooked meals prepared by the nursery cook. They have regular access to outdoor play and fresh air.

### Outcomes for children are good

Children make good progress in their learning and develop the attributes needed for their eventual move to school. They demonstrate good social skills as they listen, take turns and share resources. Young children thoroughly enjoy the sensory experiences that are offered. They play with sand and water and explore bags filled with interesting objects and materials. These experiences help to ignite and enthuse children's passion for learning. Older children use their developing mathematical skills to explore shapes and simple numbers. Children are self-motivated and can express what they like to do, for example, imaginative role play, singing and listening to stories.

## Setting details

<b>Unique reference number</b>	EY458551
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10077337
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	106
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Twinkles (Leeds) Limited
<b>Registered person unique reference number</b>	RP903428
<b>Date of previous inspection</b>	16 April 2018
<b>Telephone number</b>	01132471731

Twinkles Leeds registered in 2013. The nursery employs 27 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 or above. 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 three- and four-year-old children.

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Piccadilly Gate  
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