

Inspection date	4 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
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

This provision is good

- The newly appointed leadership team is highly skilled and knowledgeable. Managers are ambitious and committed to improving the quality of teaching to a consistently high level. There is a strong focus on teamwork and staff receive good training and coaching opportunities.
- Management and staff focus strongly on developing positive relationships with parents and other professionals. They share key information and work collaboratively to ensure children swiftly receive the individual support they need. Staff tailor provision plans according to children's learning targets. Children make good rates of progress and any gaps in their learning begin to close.
- Children benefit from the warm and close relationships they build with the kind and caring staff. Staff collect detailed information about children and use this to establish familiar routines, which promotes good transitions between rooms and helps children to settle quickly. This fosters children's emotional well-being very well.
- The highly qualified staff team carefully observe and assess children's learning. Staff use this information to identify any gaps in children's development and implement effective next step learning targets with parents. The management team closely monitors the progress children make and implement effective improvement plans, to ensure children make at least good rates of progress in their learning.
- The management team has recently implemented systems to evaluate the quality of teaching. However, this is in its infancy and not yet fully developed and embedded in practice, to monitor the quality more thoroughly.
- On occasions, staff do not always consider the increasing noise levels and the impact this has on children's listening and attention skills and their ability to concentrate and engage more in activities they complete.

What the setting needs to do to improve further

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

- continue to embed the new system for monitoring the quality of teaching and learning, to ensure staff's practice and children's progress continues to increase
- consistently support children to develop their listening and attention skills, to help them to focus and concentrate during play.

Inspection activities

- The inspector completed a tour of the premises with the manager.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and evaluated the quality of teaching and learning.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents, children and staff during the inspection and considered their views.

Inspector

Jennifer Dove

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team provides thorough inductions to newly appointed staff, where they review the setting's rigorous arrangements for safeguarding and complete child protection training. Staff know to take swift action to address any concerns regarding a child's welfare. The highly effective management team monitors staff performance to identify any areas to improve the quality of teaching. For example, staff have recently completed communication and language training, which is helping them to extend children's talking and vocabulary. The leadership team continues to evaluate the impact this is having on children's learning.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and engage well with children during play. They focus precisely on developing children's communication, social and physical skills. Staff plan a welcoming environment where children are free to explore and have their own ideas in play. Young children and infants develop their emerging communication skills as they confidently babble and join in with actions as they sing nursery rhymes. Older children demonstrate high levels of self-esteem as they use musical instruments and dance along to the rhythm of the music. Older children develop their hand coordination and dexterity, as they mould play dough and count candles to make birthday cakes. Older children develop their emerging reading and mathematical skills as they learn to recognise number symbols and letters in the environment. They learn initial letter sounds and use various shaped and sized buttons to write out the letter of the week.

Personal development, behaviour and welfare are good

Children learn how to lead healthy and active lifestyles. They help to prepare fresh fruits and vegetables for snack times. Younger children and babies develop good self-care skills as they learn to feed themselves using forks and spoons. Older children wash their hands and serve their own meals. Children benefit from regular exercise as they use climbing equipment. Very young children independently use the indoor climbing equipment to crawl up stairs and pull themselves up from sitting to standing. Older children develop their physical skills as they climb and manoeuvre through the soft-play equipment and outdoor climbing frames. Children benefit from the wonderful opportunities they have to learn about the differences between themselves and others. For example, they access celebration events and festivals with staff in the local city centre areas where they meet new people from diverse communities. Children make hampers and take these to the neighbouring children's hospital to celebrate different religious festivals.

Outcomes for children are good

Children develop a strong sense of themselves and learn to value diversity and individuality from a young age. They are kind, caring and considerate towards others. Children's behaviour is good. Children are confident, inquisitive and active learners. All children, including those who learn English as additional language, make good rates of progress from their starting points. Children are well prepared for their next stages of learning and eventual move to school.

Setting details

Unique reference number	EY538525
Local authority	Leeds
Inspection number	10059486
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	60
Number of children on roll	66
Name of registered person	Johnson, Jillian Lisa
Registered person unique reference number	RP903545
Date of previous inspection	Not applicable
Telephone number	07739596391

Twinkles Ls1 registered in 2016. The nursery employs 20 members of childcare staff. Of these, one member of staff holds qualified teacher status, two hold level 6 qualifications and 14 hold level 2 and 3 early years and childcare qualifications. The nursery opens Monday to Friday from 7.30am until 6pm, all year round except for one week at Christmas and bank holidays. The nursery provides funded early education for two-, three-, and four-year-old children.

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