

<b>Inspection date</b>	10 December 2018
Previous inspection date	14 January 2016

<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 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 manager effectively monitors the quality of teaching and its impact on children's learning. As a result, there has been an increased focus in promoting mathematics and children's understanding of the world.
- Staff are committed to keeping parents involved with children's learning. For example, they provide small tasks for children to complete with them at home.
- Parents speak highly about the quality of care and education their children receive. They are particularly complimentary about their children's communication and language and how quickly it progresses.
- Staff read stories and talk to children about going to school, and discuss any concerns the children may have. This helps children to prepare emotionally for the next step in their education.
- Managers support parents and work with other professionals to help secure the extra support children and families need. As a result, all children make good progress.
- Staff regularly share information with parents about their children's development. Parents' evenings offer a more formal opportunity for them to discuss their children's progress and what they are learning next in more depth with their child's key person.
- Occasionally, staff do not use questioning effectively, to inspire children to think things through and try out their ideas.
- Staff do not consistently remind children to give others time to contribute when working in a group. This lessens the opportunities for younger and less experienced children to fully take part.

## What the setting needs to do to improve further

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

- focus on promoting highly skilled teaching practice and increase the potential to achieve excellent outcomes for children
- help children develop a stronger understanding of how to work with others in a group so that all children may contribute and gain a sense of achievement.

### Inspection activities

- 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.
- The inspector held a meeting with the manager. She looked at relevant documentation, and evidence of the suitability of staff working in the setting. The inspector discussed the setting's self-evaluation.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

### Inspector

June Rice

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good understanding of possible signs and symptoms of abuse. They know the procedures that they must implement to help safeguard children. Safeguarding is a regular topic discussed during staff meetings and staff are familiar with wider safeguarding issues, such as extremism and terrorism. The recruitment of staff is robust and helps to ensure that adults are suitable to work with children. Following the previous inspection, the grouping of children has improved and is more effective in helping children to concentrate. Information made available to parents inform them of what to expect regarding their children's learning and well-being.

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

Staff obtain information from parents about their children's abilities and what they are interested in before they start. Staff continue to observe and monitor children's progress and make accurate assessments of their development. Staff use this information to plan an interesting range of activities to help children continue to build on what they already know. They watch a snowman made of melting dough and count how long it takes to soften, bubble and fizzle into a blob. Children are attentive and listen to an interactive story. They repeat familiar words and copy the actions. Children gather blocks and join them together. Staff teach them to hold out their arms to help them balance as they concentrate on walking along the blocks from one end to the other.

### Personal development, behaviour and welfare are good

Staff help children to develop the social skills to make friendships and resolve their own differences. They encourage children to join in small-group activities where they share experiences, such as a show-and-tell session. This helps to build children's confidence to speak out in a group and their good self-esteem because they know that staff value their contributions. Staff allow children the time and space to try to resolve their own disagreements. However, they do remain attentive and step in if needed. There are good relationships between parents and staff. Parents know their child's key person but are equally comfortable speaking to other staff. Children bring packed lunches and sit with staff while eating. This helps staff to observe whether children are eating healthily. Staff promote healthy eating and discuss any concerns about the food with parents. Children wash their hands at appropriate times and learn how to brush their teeth.

### Outcomes for children are good

When children leave the setting to start school, they have the skills they need to continue with their learning. Children are confident and interested learners who are well behaved and independent. They are good listeners and quickly catch up with their communication and language skills. Children really enjoy counting and using numbers in their play. They quickly progress to simple addition and subtraction. Children recognise and name shapes and colours. Children are friendly, inquisitive and make good friendships with others.

## Setting details

<b>Unique reference number</b>	EY353978
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10086552
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Leaper, Wendy
<b>Registered person unique reference number</b>	RP514933
<b>Date of previous inspection</b>	14 January 2016
<b>Telephone number</b>	0114 2293502

Twinkles registered in 2008 and is located in Sheffield. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Wednesday from 9am until 2pm, and Thursday and Friday from 8am to 6pm, during term time only. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children.

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