

# Twinkletotz Day Nursery Ltd

St. Georges Community Centre, 8-12 Lancaster Road, SOUTHALL,  
Middlesex UB1 1NW



<b>Inspection date</b>	27 March 2019
Previous inspection date	10 June 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers are dedicated and knowledgeable. They are ambitious and have high expectations of all staff. They reflect upon the effectiveness of their practice and use well-targeted plans to make improvements.
- The atmosphere is welcoming and calm. Children are extremely happy and secure in the setting. Staff are excellent role models, and create a calm, nurturing and respectful environment.
- Managers monitor individual children's progress effectively. They establish close partnerships with parents and other professionals to help support individual children's learning.
- Young children form close emotional bonds with staff. For example, if they trip, they go to staff for comfort, and they settle well when staff reassure them.
- Staff support children's early mathematical skills effectively. For instance, children use mathematical language to compare sizes of their buildings during pretend construction play. They count securely.
- Sometimes, staff do not make the most of every opportunity to challenge and extend older and most-able children's learning to help them achieve their best.
- Although the manager has systems in place to coach and mentor her team, the supervision process does not support staff to achieve the highest level in their performance.

## What the setting needs to do to improve further

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

- make the most of all opportunities that arise to extend and challenge older and most-able children's learning, and help them to achieve their best
- build on the good coaching and supervision of staff to further develop and support their individual performance.

### Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning, indoors and outdoors.
- The inspector held a meeting with the manager, and discussed priorities for future improvements.
- The inspector completed a joint observation with the manager, and held discussions about children's learning.
- The inspector looked at documentation, including children's assessment records and evidence of staff suitability checks.
- The inspector spoke to parents to seek their views about the nursery.

### Inspector

Rizwana Nagoor

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the procedures to follow should they have concerns about a child's welfare. Safety is of high importance. Staff check all areas, indoors and outdoors, each day to help reduce the risk of accidents. The manager makes sure children are kept safe. She has ensured all staff hold paediatric first-aid certificates so that anyone can act quickly if a child has an accident. There are robust recruitment and vetting procedures in place to check staff's suitability to work with children. The induction programme for new staff is rigorous and enables staff to be fully supported. Parents are actively involved in supporting their children's development. They talk very highly about the quality of care and learning, and the good progress their children make.

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

Staff regularly observe and assess children's development. They use this information to plan what each child needs to learn next. Children are encouraged to lead their own learning. For example, resources are attractively displayed and easily accessible so that children can choose what they wish to play with. Children practise their good language skills as they engage in imaginative role play. For instance, children pretend to work in a restaurant, and staff skilfully join in their play and encourage them to explain the menu. Children become competent at manipulating small objects and materials. For example, they shape dough and pour water into jars. Children build important hand strength and coordination to support their emerging mark-making skills effectively as a result of the activities that are planned for them.

### Personal development, behaviour and welfare are outstanding

Children's self-esteem and confidence are embedded through praise and encouragement from the staff. They play extremely well together, and behaviour is exemplary. Staff are very responsive to children's interests to extend their skills. Staff help children learn about the importance of making healthy choices. They provide a range of opportunities to help support children to strengthen their physical skills. For example, children explore swings and they hop or jump on the hopscotch grid. Children are confident, and talk positively about their achievements. For instance, they eagerly show others that they know how to ride a tricycle. Children learn to respect others and value differences, including by learning about festivals from different cultures and religions.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities (SEND), make strong progress from their starting points. Children who speak English as an additional language catch up well in their learning, through clear actions that help to close any gaps in their achievement. Older children are extremely independent. For example, they eagerly tidy up their resources before choosing new toys to play with. Children are well prepared for the next stages in their learning, or moving on to school.

## Setting details

<b>Unique reference number</b>	EY424025
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10074726
<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>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Twinkle Totz Day Nursery Limited
<b>Registered person unique reference number</b>	RP528654
<b>Date of previous inspection</b>	10 June 2016
<b>Telephone number</b>	0208 574 3330

Twinkletotz Day Nursery Ltd registered in 2005. It is located in Southall, in the London Borough of Ealing. The nursery operates each weekday from 8am to 4pm, during term time only. The provider receives funding for the provision of free early education to children aged two, three and four years. The provider employs four members of staff, who all hold appropriate early years qualifications from level 2 to level 5.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

