

# Twinkle Totz Day Nursery Ltd

Limetrees Childrens Centre, Thorndike Avenue, NORTHOLT, Middlesex  
UB5 5LA



<b>Inspection date</b>	16 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 managers have a good understanding of how to keep children safe. They assess all risks to children and put measures in place to minimise potential hazards. The management supports staff to be vigilant in their supervision of children. Daily checks and thorough risk assessments of the premises, indoors and outdoors, are used to ensure all areas that children access are safe and secure.
- Staff provide good-quality activities which help children to progress well with their learning and development.
- Children quickly develop strong bonds with staff, who are kind and responsive to their needs. Children receive lots of praise and encouragement, which helps to develop their confidence and self-esteem. Children are happy, settled and enjoy their time in the nursery.
- Partnerships with parents are strong. There is an effective two-way sharing of information which helps to ensure that children's learning and care needs are met fully.
- The managers are aware of how they want the nursery to develop and improve. They effectively review the quality of the provision and use the information to set high standards and drive improvements.
- Staff do not give children as much time as they need to respond to questions and to express their thoughts.
- Although staff provide a good learning environment outdoors, there is room to develop this further to consistently support and engage children who prefer to play outside.

## What the setting needs to do to improve further

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

- allow children enough time to gather their thoughts and respond to questions, to help develop their language and problem-solving skills further
- extend the already good learning environment outdoors to consistently support and engage children who prefer to play outside.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the written views of parents and the views of parents spoken to on the day.

**Inspector**  
Laxmi Patel

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have a strong understanding of child protection procedures and know how to identify a child who may be at risk of harm. They know the actions to take to report any concerns they may have about a child's welfare. The management uses robust safer recruitment procedures and regularly reviews these processes to check staff's ongoing suitability. Staff have a thorough induction process to ensure that they understand their roles and responsibilities. They have good opportunities to discuss and update their professional expertise to benefit children's learning. Managers and staff quickly identify children who may need additional support in their learning. They work with parents and outside agencies to swiftly implement targets to support children with special educational needs and/or disabilities.

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

Staff complete observations and assessments of children's progress to deliver activities that take account of what children need to learn next. During stories, staff read with enthusiasm and motivate children's attention. Older children recall key parts of a story and enthusiastically anticipate what happens next. Children develop mathematics skills well. For example, staff encourage older children to count and recognise colours as they build and use language such as 'less' and 'more'. Young and newly mobile children are encouraged to develop their physical skills to help them become even more independent explorers. Children delight as they experiment with paint, covering their hands and the paper. Staff encourage children to join in with action songs and rhymes, and ensure more-reluctant children are included and given confidence.

### Personal development, behaviour and welfare are good

The key-person system actively promotes children's emotional well-being. For example, staff ensure there is an exchange of information with parents before children start, to get to know children's individual needs. Children behave well. Staff organise a welcoming environment with a range of resources to reflect children's interests. Children are provided with healthy options during mealtimes and follow appropriate hygiene practices, helping to establish good habits and understanding about promoting their health. They enjoy plenty of fresh air and physical exercise. Young children benefit from having plenty of space to develop their mobility, exploratory and physical skills. Older children take manageable risks in their play as they climb and run around chasing their friends.

### Outcomes for children are good

Children learn valuable skills for the future. They make good progress from their starting points in learning. Children follow their interests and make independent choices in their play and in the resources they use. Younger children develop their physical skills exceedingly well. For example, they enjoy playing musical instruments. Older children are keen to join in, have a go and find out more. They listen with interest to stories and play with imagination. Children of all ages and abilities are keen and motivated to learn. All children are well prepared for their eventual move to nursery and school.

## Setting details

<b>Unique reference number</b>	EY557156
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10102797
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	44
<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>	Not applicable
<b>Telephone number</b>	07867557383

Twinkle Totz Day Nursery Ltd registered in 2018 and is situated in Northolt in the London Borough of Ealing. The nursery employs six members of staff. Of these, four hold appropriate early years qualifications from level 3 to level 5. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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