

# Twinkle Stars Day Nursery



Caribbean Community Centre, 416 Seven Sisters Road, London N4 2LX

<b>Inspection date</b>	24 June 2019
Previous inspection date	22 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Leaders have successfully inspired and led the staff team to make significant improvements since the previous inspection. For example, they have worked with the local authority to enhance the planning of activities and assessment of children's development.
- Children make good progress from their starting points and develop a broad range of skills for their future learning. Staff make regular observations and assessments of children's development and know the children well.
- Staff receive regular supervision. They use these meetings to discuss their professional development and identify further training opportunities to improve children's outcomes. Staff are aware of how they can contribute to the nursery's action plans to make further improvements within the nursery.
- Parents speak highly of the nursery. They value the support that their children's key persons offer. As a result, children are secure in the nursery with a good understanding of daily routines.
- Managers and staff offer a very good level of support for children with special educational needs and/or disabilities. They work with other professionals and parents to promote children's individual needs and development.
- At times, activities are not sufficiently challenging for the most able children to extend their learning to a higher level and to ensure that children remain focused and engaged.
- Managers have not established partnerships with other early years settings and schools that children will attend in order to provide consistency in learning and support children's smooth transition.

## What the setting needs to do to improve further

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

- develop the support for the most able children to challenge their learning to a higher level
- strengthen the partnership with other early years settings to help children in their eventual move on to school.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this had on children's learning.
- The inspector looked at safeguarding policies and discussed safeguarding procedures with the manager and staff.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector had a meeting with the centre manager to discuss improvements since the previous inspection.
- The inspector completed a joint observation with the centre manager.
- The inspector sampled documentation, including planning, children's learning and assessment records and relevant policies and procedures, including those related to staff suitability.

### Inspector

Catherine Greene

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers have high expectations of staff and all staff have worked closely with the local authority to make sure they have a secure understanding of what to do if they had a concern about a child. Recruitment procedures are robust and staff's ongoing suitability is checked. The premises are secure and regularly assessed for safety. Leaders and managers monitor staff practice well. Good support and regular training are improving the quality of teaching. Staff use information gained from their professional development well, such as to support children's well-being. For example, they share information about healthy eating with parents and use clever strategies to teach children and encourage them to eat healthily.

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

Staff support children's language skills well, including for those children who are learning English as an additional language. For example, they listen to children carefully, give them time to think and respond, and teach them new words. They work with other professionals, such as speech therapists, when children need extra support. Training in using different types of assessments helps the manager and staff monitor children's well-being and progress effectively. Staff provide interesting items for children to explore, such as natural resources in the home corner. They teach children about mathematical concepts well. They help children to learn about numbers through counting and measuring as they make the play dough. Staff involve parents successfully in their children's learning. For example, they provide books to read and share at home, which helps parents take an active part in what children are interested in and learning at nursery.

### Personal development, behaviour and welfare are good

Children are happy and settled as they have formed close attachments with their key persons. They are confident and behave well. They show kindness towards each other while learning to share resources and take turns. Staff provide clear explanations and guide children using visual reminders. The outdoor area is well designed, which means that children enjoy the space to run in a circuit, promoting their physical development. Children take great care as they feed the fish in the pond and water the plants and fruit trees in the garden. This develops well their understanding of the benefits of caring for creatures and the environment. Staff sit and talk to children during lunch about the healthy food they are eating. They give them choice in what they are eating, which encourages children to try new foods.

### Outcomes for children are good

Children make good progress in their learning. Their independence is well supported as they gain confidence and understanding of how to stay safe. Older children take responsibility for checking the garden is secure, using a notepad and pen to record their findings. They confidently share these with staff and receive lots of recognition for their work. This supports children's self-esteem well. Staff ask children to carry out helpful tasks. For example, they encourage them to tidy away toys and wipe down the tables. This helps children to gain a sense of responsibility.

## Setting details

<b>Unique reference number</b>	144558
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10085046
<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>	35
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Father Love Trust
<b>Registered person unique reference number</b>	RP907825
<b>Date of previous inspection</b>	22 June 2018
<b>Telephone number</b>	0207 683 7213

Twinkle Stars Day Nursery registered in 1998. It is situated in the London Borough of Hackney. The nursery operates each weekday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 11 members of staff, all of whom hold appropriate early years qualifications, including 10 at level 3, and one who holds early years teacher status.

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