

Inspection of Twizzle Tops Nursery

Marsh Farm Road, South Woodham Ferrers, CHELMSFORD CM3 5WP

Inspection date: 9 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are keen and motivated learners, who enthusiastically participate in a wide range of interesting activities. Staff encourage children to develop their understanding of risks. For example, they have recently introduced real china items in the role-play area and craft tables. Staff use clear explanation to remind children of the importance of carrying these items carefully. Children are excited by these new additions and take their responsibility to look after them very seriously.

Children enjoy visiting the farm which surrounds the nursery. They learn about the various animals and have good opportunities to use the play equipment to help to develop their physical skills. Children behave well. They understand the nursery rules. Older children are supported by staff to consider their actions and, where needed, to take a few minutes out to reflect.

Managers have a clear vision for the nursery. They work effectively with staff to create a safe and welcoming environment where children are well prepared for their next stage of learning. Staff have high expectations for each child. They assess their progress frequently and have clear plans for their future learning.

What does the early years setting do well and what does it need to do better?

- Managers and staff work closely with parents to encourage effective partnership working. They welcome parents into the nursery to join in with special events. Parents contribute to the nursery's continuous development. For example, they vote on a question of the week. The manager uses the feedback to help make necessary changes.
- Children learn how to predict and solve problems. For example, staff make good use of the rainy weather to plan a 'puddle jumping' activity with a difference. Children take bottles of different-coloured paint on a walk around the farm. They squirt two colours into the puddle and predict what colour the puddle will turn when they have finished stamping in it.
- Generally, children behave in a manner that shows that they feel safe and confident, especially older children. However, staff caring for babies are sometimes too focused on daily routines to manage their needs promptly, particularly when babies are settling in.
- Managers induct new staff effectively to help them to develop confidence and become familiar with the nursery's aims. Managers encourage all staff to continuously develop their professional knowledge, for example through relevant training. Staff set themselves targets to achieve. Once achieved the team celebrates their success, helping to develop a strong staff team who feel valued and respected. The manager holds regular supervision meetings with staff to review their practices and training needs.

- Staff support children's developing communication and language skills. They respond affectionately to babies' sounds, repeating them and introducing new words. Staff use sign language during singing sessions to help those children who are not yet vocal to participate. Older children share experiences from home with their friends to extend their imaginary games.
- Managers and staff create an inclusive setting, where every person's needs are respected. Managers liaise effectively with outside agencies to support families through any assessments or interventions.
- Children enter the nursery confidently and part from parents and carers with ease. Staff are on hand with a welcoming cuddle. On collection, parents are provided with clear information about their child's day.
- Babies' nappies are changed regularly throughout the day. Staff chat calmly to babies while changing them. Staff gently ask toddlers if they can change their nappies, which helps them to be ready.
- Children listen carefully to stories read by staff in an exciting and engaging way. They join in with the story using visual props and repeating their favourite bits. Children engage in circle time, telling staff what day of the week it is and what month it is. They enthusiastically sing songs relating to these.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a secure understanding of their responsibility with regards to protecting children. They are knowledgeable about the known indicators that might suggest that a child is at risk of harm. Staff and managers regularly update their safeguarding knowledge, for example, through appropriate training. Managers have recently reviewed and improved their procedures for dealing with allegations against staff. Managers have robust procedures in place to check the suitability of new staff and to review staff's ongoing suitability. Staff are vigilant about children's safety and carry out frequent risk assessments of the premises and for any trips and outings.

What does the setting need to do to improve?

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

- review the organisation of daily routines and the effective use of equipment in the baby room to enable staff to be more responsive to babies' needs.

Setting details

Unique reference number	EY487088
Local authority	Essex
Inspection number	10123354
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	50
Number of children on roll	90
Name of registered person	Partyman World (Lakeside) Limited
Registered person unique reference number	RP909076
Telephone number	01245 429238
Date of previous inspection	7 September 2016

Information about this early years setting

Twizzle Tops Nursery registered in 2015. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The nursery opens from 7am until 7pm Monday to Friday throughout the year. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- This inspection was carried out following a risk assessment.
- The inspector observed an adult-led activity and evaluated it with the manager and carried out a learning walk.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

We carried out this inspection 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.

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