

Inspection of Twin Gables Day Nursery Ltd

102 Eastern Avenue, Gloucester GL4 4LW

Inspection date: 8 October 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel secure and form strong bonds with the friendly and nurturing staff. Children are confident and happy as they interact together. Staff are positive role models. They have high expectations of children and help them to manage their behaviour and feelings well. Children are well behaved and through gentle reminders from staff, they learn to share and take turns. Young children and babies demonstrate that they feel safe as they get plenty of cuddles and reassurance from the staff.

Children benefit from a stimulating and interesting environment that is well-thought-out with a wide range of easily accessible resources, both indoors and outdoors. Older children enjoy the freedom of choosing between inside and outside play. They take great delight in experiencing different kinds of weather, for example when they watch soft bricks and balls blow around the play area. Children are motivated and eager to learn. They enjoy water and sand play and using malleable dough. This helps to support their physical skills well. Staff support children's health and welfare successfully. Children benefit from the nutritious food and drink provided. They learn good hygiene routines, such as washing their hands before meals and after wiping their noses.

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

- The manager and staff work well as a team. They evaluate and review their practice regularly and value parents' contributions. There are robust recruitment and induction processes to help ensure staff are suitable to work with children. The manager has identified recently that peer supervisions have not been completed as often as she would like, so she has taken steps to address this. She feels this will contribute to helping her monitor the quality of teaching and care more effectively.
- Staff have good opportunities to develop their professional development. They have benefited from recent courses, including how to support children's language skills further and the promotion of children's good behaviour. Staff well-being is a priority for the manager and provider, so they provide regular time away from the children for staff to update children's records.
- Staff know the children well. They gain detailed information from parents and carers about what children already know. This helps to enable them to plan activities based around children's interests and future learning. Staff provide good support for children with special educational needs and/or disabilities and those children who speak English as an additional language. Staff provide a balanced range of exciting activities to motivate and interest children. Children make good progress in their learning.
- Although staff give children a verbal notice of when a change of activity is about

to happen, they do not consistently make it as clear as they might for new children. This can result in new children becoming upset during the tidy-up time, and other children not always having time to complete their activities to their satisfaction.

- Staff support children's growing independence skills well throughout the nursery. For example, children are encouraged to put on their coats and shoes so they are ready to go outside. However, occasionally staff do not have a consistent approach in supporting children's independence during everyday activities. For example, during mealtimes some staff encourage children to serve themselves while other staff do it for them.
- Staff support children's communication and language skills well. They provide good support for those children who need help with their language development. Children confidently express their ideas clearly as they interact with each other during games. For example, when a group of children are playing in the sand, they discuss how they can make a tunnel and hide items, and how deep their tunnel will be. Babies enjoy songs and try to join in as they listen carefully to the staff singing. Older children join in enthusiastically with stories and songs.

Safeguarding

The arrangements for safeguarding are effective.

The manager has robust recruitment procedures to ensure that all staff are suitable to work with the children. Staff are very clear about what they should do if they have concerns about a colleague's conduct. The manager and staff have a good understanding of the procedures to follow should they have any child protection concerns. They are clear about the signs and indicators that may alert them to any concerns about a child's welfare. Staff are vigilant in their supervision of the children and ensure children's safety is a high priority. Detailed risk assessments contribute to helping staff eliminate and minimise any hazards to children.

What does the setting need to do to improve?

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

- use a consistent approach to help build on children's independence skills even further
- review ways to help new children understand about the passage of time and when a change of activity is going to happen.

Setting details

Unique reference number	101522
Local authority	Gloucestershire
Inspection number	10119151
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	63
Number of children on roll	88
Name of registered person	Twin Gables Day Nursery Ltd
Registered person unique reference number	RP524539
Telephone number	01452 417488
Date of previous inspection	30 January 2015

Information about this early years setting

Twin Gables Day Nursery is privately owned. It is open each weekday from 8am to 6pm all year round, with the exception of bank holidays and between Christmas and New Year. The nursery employs 17 members of staff, of whom 11 hold relevant childcare qualifications at level 2 and level 3. There is one member of staff who holds QTS at level 6. The manager holds QTS at level 6 and early years professional status. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Hilary Tierney

Inspection activities

- The inspector and the manager completed a learning walk of the nursery to understand how the early years provision and curriculum are organised.
- The inspector observed children and their interactions with staff throughout the inspection.
- The inspector held discussions with the staff, children and parents at appropriate times during the inspection.
- The inspector offered the manager the opportunity to take part in a joint observation.
- The inspector looked at a sample of documentation. This included evidence of staff suitability and training, and the nursery's policies and procedures.

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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