

# Inspection of Twinkle Tots

15-17 Horsleys Fields, King's Lynn, Norfolk PE30 5DD

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Inspection date: 22 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children build secure attachments with staff and demonstrate they are happy in their care. Babies show they are emotionally safe and secure. They wake from sleep smiling and are eager to join in activities. Children sit with staff as they play together and engage in conversations. Children share stories from home and talk about their interests. Staff listen intently and show that they value children's lives outside of the setting.

Children enthusiastically follow staff's instructions. They tidy away resources when requested to do so. Children develop close friendships with others and play cooperatively together. Staff ensure all children can participate in all activities. They adapt activities, taking account of children's different stages of development, so that all children benefit from the opportunities on offer.

Children enjoy the varied range of activities that staff plan for them. Staff respond well to children's interests and ideas as they play. They plan challenging learning opportunities for children to support their continued development. For example, older children carefully thread dried spaghetti through small holes with precision. They concentrate and are determined to succeed. Younger children learn simple counting and develop their physical skills as they scoop sand into pots.

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

- Leaders support staff well to continually develop their practice. They give staff ongoing feedback and set them clear targets to work towards to help them to improve. Leaders regularly check on staff's knowledge of the nursery policies and procedures. They ensure all staff access a wide range of training so that they are confident in their roles.
- Leaders are committed to making ongoing and positive changes to the nursery. They reflect on the nursery environment and how this contributes to children's good progress and their security. They make changes to the environment. For example, they extend opportunities for children to play physically outdoors. Leaders consider how to challenge children further, including through their understanding of technology and current environmental concerns. The security of the premises is of the utmost importance to leaders. They regularly review and update their procedures to ensure they keep children safe and secure.
- Children are provided with healthy, home-cooked and nutritious food. They eat a balanced diet and have sociable mealtimes. Staff ensure they cater to the needs of children with allergies. They have secure systems in place to ensure children only eat food that is safe for them. Staff provide children with opportunities to explore real fruit and vegetables. Children learn where fruit and vegetables come from and how to prepare them safely.

- Staff regularly assess children's development and quickly respond where they identify that children are at risk of delay. They access additional funding and put in place targeted plans for children with special educational needs and/or disabilities (SEND). They work in partnership with parents and other professionals to help children with SEND to make steady progress. Staff have high expectations for children's behaviour. They work collaboratively with parents to promote children's good behaviour, to ensure consistency between the nursery and home.
- Staff know the children well and plan the nursery environment to secure their interest and motivation to learn. Staff seek to extend children's learning. Older children use positional language and learn to count as they build with wooden blocks. Staff extend children's counting skills and add additional resources for them to count further. However, there are occasions when staff do not engage children to the same degree. Over the lunchtime period, some staff focus more on routines than on engaging with children. At times, children become distracted and lose their focus as they do not benefit from staff's interactions.
- Staff support children to develop their speaking skills. They ask children questions to which they eagerly respond. Children are confident to express their views and interests. However, staff do not provide children with many opportunities to listen to stories and rhymes or share books to enrich their language and vocabulary further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs they must look out for that may indicate a child is at risk of harm. They know the procedures they must follow if they are concerned about a child's welfare. Leaders have secure reporting procedures in place and share their concerns with the appropriate professionals. Leaders follow safe recruitment procedures and complete thorough checks to ensure only those adults suitable to work with children do so. Leaders regularly check on staff's continued suitability to work with children. They review staff's understanding of child protection procedures at regular intervals to ensure their knowledge and skills are up to date.

## **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 and planning of the lunchtime routine so that staff deploy themselves more effectively to maintain children's high levels of focus and engagement
- seek ways to enhance children's enjoyment of books and engagement in stories and rhymes to help them to develop their rich use of language and vocabulary even further.

## Setting details

<b>Unique reference number</b>	EY562413
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10131509
<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 to 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Tom Thumb Group Ltd
<b>Registered person unique reference number</b>	RP540514
<b>Telephone number</b>	01553 766211
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Twinkle Tots registered in 2018. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round, from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Meredith-Jenkins

### Inspection activities

- The inspector had a tour of the nursery and made observations throughout the inspection of children's experiences.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with two of the owners of the nursery.
- The inspector looked at a sample of documents, including evidence of staff's suitability and training.

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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