

Inspection of Twizzle Tops Day Nursery

Roaring Meg Retail Park, Stevenage, Hertfordshire SG1 1XN

Inspection date:

15 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children's daily experiences and the quality of teaching vary across the nursery. Children are not always provided with a curriculum that consistently challenges and extends their learning in order to support their progress. Additionally, staff in the pre-school room overlook some opportunities to develop children's independence. For example, they do not always enable children to use the toilet independently or wash their hands by themselves. Children gain some awareness of the world around them during walks in the local area. However, staff do not fully support children's awareness of similarities and differences regarding family cultures and traditions beyond their own.

Despite this, children enjoy their time at the nursery and are cared for in a safe environment. They demonstrate through their behaviours that they feel safe and secure. Older children create wriggly worms out of clay, and are learning to count and recognise different shapes. Younger children are encouraged to squeeze and poke dough, which develops their small-muscle strength. They add honey to the dough and enjoy the sensory experience of feeling its texture. Babies explore their surroundings. They attempt to clap their hands when they hear familiar songs and phrases, such as 'bubble, bubble, pop'. Children are supported to manage their feelings and behaviour. They welcome praise for their efforts and achievements, which promotes their confidence.

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

- Since the last inspection, the management team has taken action to address the previous enforcement action. Risk assessment procedures have been revised and improved to minimise potential risks. This includes procedures to keep children safe on outings. Furthermore, staff have recently attended child protection training, which has enhanced their knowledge and skills. This supports staff to keep children safe.
- Overall, the quality of teaching does not always stimulate and challenge children's learning across the curriculum. Staff working with the pre-school children sometimes lack enthusiasm and miss opportunities to ask them probing questions as they play. Additionally, staff working with the younger children occasionally ask them many questions in quick succession. This restricts opportunities for the children to think about and respond to the questions they are asked.
- Supervision procedures to mentor staff are in place. However, they are not yet fully effective in order to have a greater impact on the quality of teaching and to identify further professional development opportunities.
- The organisation of daily routines in the pre-school room means that adults leading activities escort children to the toilets and to wash their hands.

Therefore, at times, children's learning is not sustained, opportunities are missed to promote their independence, and occasionally their behaviour declines.

- Children celebrate some cultural events during the year. However, opportunities to fully develop and support children's understanding and appreciation of diversity are not fully promoted.
- The management team is working hard to foster a culture of mutual support and teamwork. Several members of staff have taken on new roles and responsibilities since the last inspection. They are continuing to gain experience and embed the recently revised curriculum, including the assessment of children's progress and the planning of activities.
- Children are developing appropriate emotional attachments with the staff. Older children approach staff for help and support when needed. Babies receive cuddles and reassurance if they are upset. All children have a key person, which supports them to settle and become familiar with the nursery.
- Staff spend time getting to know the children and their families before they start at the nursery. This supports continuity in the children's care and development. Staff offer parents opportunities to discuss their children's progress, and information about their children's day is shared on collection.
- Staff working with the younger children and babies support children's language development appropriately. They introduce new words associated with their play, sing songs and share picture books with them. For example, staff say words such as 'stomp' when the children handle the toy dinosaurs.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are aware of the indicator signs and symptoms of abuse and know how to report child protection concerns. This supports children to stay safe and promotes their well-being. The manager follows appropriate recruitment procedures and demonstrates that suitably checks have been carried out on all adults connected to the nursery. Newly appointed members of staff follow an induction process, which supports them to understand their roles and responsibilities. A range of written policies and procedures are in place to support staff practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

improve the quality of teaching to ensure that all children receive consistently meaningful and challenging learning experiences to prepare them for the next stage of their education	28/02/2020
implement revised performance management arrangements to ensure that all staff deliver high-quality teaching practice.	28/02/2020

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

- review the organisation of the pre-school room to fully support children's independence
- develop opportunities for children to gain an understanding of different traditions, cultures and families beyond their own experiences.

Setting details

Unique reference number	EY463752
Local authority	Hertfordshire
Inspection number	10118817
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	1 to 4
Total number of places	60
Number of children on roll	56
Name of registered person	Partyman World (Lakeside) Limited
Registered person unique reference number	RP909076
Telephone number	01438842447
Date of previous inspection	23 July 2019

Information about this early years setting

Twizzle Tops Nursery registered in 2013. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at levels 3 and 2. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- 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 nursery manager.
- The inspector held a meeting with the nursery manager and the childcare and development officer for the nursery. She looked at a sample of documentation, including evidence of staff suitability.
- The inspector considered the views of parents in discussion during 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020