

Inspection of Twickenham Park Day Nursery

Cambridge Road, Twickenham, Middlesex TW1 2HN

Inspection date: 13 February 2020

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

The manager and his staff team create a warm and welcoming environment where children demonstrate that they feel happy, safe and secure. Staff get to know children well. A successful key-person system, flexible settling-in sessions and home visits help staff to find out valuable information that assists children to settle quickly into nursery life. Children eagerly come into the nursery and engage in play with their friends quickly. Children are motivated to learn and confidently explore the interesting resources independently. Staff's interactions enhance children's knowledge and skills as they play. For example, older children develop good physical skills as they learn to use tweezers, pegs and chopsticks to pick up beads and buttons. Staff encourage them to extend this further as they persevere in using them to thread laces.

Babies are very settled and confident. They delight in using visual aids as they sing songs with staff and explore a range of musical instruments. Staff have high expectations of all children. A consistent approach to managing behaviour ensures that children feel valued and listened to. Children behave well and have good attitudes to learning. For example, they listen to instructions when it is time to tidy up. Staff help children to understand about taking turns and sharing toys from an early age.

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

- The manager is committed to providing the best possible care and education for all children. He leads a well-qualified team that shares his vision. The manager is dedicated and passionate about continuous improvement. He has a clear understanding of the setting's strengths and areas for development, and takes into account the views of staff, parents and children when making changes to improve the outcomes for children. For example, parents share their views through questionnaires and regular discussions with staff.
- Staff work well with parents and share information with them about their children's learning and development. For instance, parents are invited to regular meetings and have access to their child's observations at home. Older children also have the opportunity to take home library books to read with parents and they are encouraged to bring in photos of what they have done at the weekend. Parents confirm that their children achieve well. They appreciate the good support their children receive from this friendly and approachable staff team.
- Overall, staff are skilled in providing teaching that builds on what children already know and can do. They provide activities that follow the child's interests and what they need to learn next. For example, older children enjoy learning about letters and sounds as they match the correct letter to different objects and write their own letters in foam. This helps them to develop their early

literacy skills.

- The manager establishes strong links with relevant agencies to help ensure that children receive the specialist support they need to help them improve. Staff work well with providers when the time comes for children to move on to ensure there is consistency in their learning and care.
- Staff have a good overall understanding of how children learn and develop. They complete regular observations and assessments and effectively evaluate the impact of the activities on children's progress. Staff monitor children's development closely. This is then reviewed by the manager to ensure all children make good progress from their starting points.
- Staff work effectively to develop children's communication skills. They model language well with children, introduce new words and ask questions to extend their learning. For instance, staff sometimes use different languages with children who are learning English as an additional language, but they do not always make best use of opportunities to help children celebrate their home languages.
- Staff support children to develop an understanding of how to lead a healthy lifestyle. Older children are skilled at using knives as they cut up their own snack during snack time. Babies confidently feed themselves. Children know the importance of handwashing before meals. This builds on their independence and their self-care skills well.
- Staff work well as a team. They have regular meetings to evaluate the effectiveness of their provision and reflect on their practice and the experiences they provide for children. Good use of training, supervision meetings and peer observations to develop staff's knowledge and experience help to improve practice and outcomes for children.
- At times, large-group times are not organised as well as possible. Children are sometimes left waiting too long and become disengaged and distracted.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete regular safeguarding training. They have a good understanding of how to keep children safe and the procedures to follow should they have a concern about a child's well-being. Robust recruitment and vetting procedures are in place to ensure all staff are suitable to work with children and have a clear understanding of their role. The manager and staff undertake regular risk assessments to identify and minimise any hazards. Effective staff deployment means that all children are well supervised and cared for.

What does the setting need to do to improve?

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

- provide more opportunities for children who speak English as an additional language to celebrate their home languages
- review the organisation of large-group activities in order to maximise children's learning opportunities and their engagement and participation levels.

Setting details

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| Unique reference number | 109193 |
| Local authority | Richmond Upon Thames |
| Inspection number | 10133670 |
| 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 | 69 |
| Number of children on roll | 69 |
| Name of registered person | Eaton Square Schools Limited |
| Registered person unique reference number | RP517588 |
| Telephone number | 020 8892 0872 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Twickenham Park Day Nursery registered in 1992 and is based in Twickenham in the London Borough of Richmond. The nursery operates from 8am until 6pm, Monday to Friday throughout the year, except for the usual bank holiday closures. The nursery receives funding to provide free early education for children aged three and four years old. The setting employs 16 members of staff, of whom one holds early years professions status, one holds qualified teacher status and 10 hold qualifications from level 3 to 6.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to staff, parents and children during the inspection and took account of their views.

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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