

# Inspection of Twinnie Day Nursery

Abbey Road, Belvedere, Kent DA17 5DE

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Inspection date:

20 May 2021

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## **Overall effectiveness**

## **Requires improvement**

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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

Good

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

### **The provision requires improvement**

The manager has clear aspirations for the curriculum and knows exactly what she wants children to learn. However, the majority of the staff team are extremely new to the setting, and her aspirations are yet to be embedded in their practice. At times, the quality of activities does not challenge the most able children in the nursery. However, children enjoy their time at the nursery. They arrive happy and start to play as soon as they walk into the nursery. New children settle quickly and all have developed bonds with staff. They readily approach staff for cuddles of reassurance and support during the day. Children behave well. Staff have taught children different ways to take turns during popular activities, such as riding bicycles. Children eagerly explain to others when their time is up and swap over.

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

- Staff work closely with other agencies caring for children. They attend regular meetings and meet with the children at the nursery to observe their learning and development. They work together to set targets and work on these to support children's learning.
- The quality of teaching is not yet good. Although staff carry out activities with the children, they do not always think about learning intentions or use all opportunities to teach the children as they participate. For example, during the inspection, a focus activity became more of a colouring activity than a learning experience for the children.
- Children enjoy recalling what they have learned about their topics. For example, during the inspection they explained that police help to catch thieves, and that doctors will help us if we are ill. Children can explain that they need to catch their coughs and sneezes into their hands or tissues, then wash their hands, to keep each other safe. This supports children's learning.
- Older children can easily write their own names on their work. However, during focus activities they are not sufficiently challenged to extend this learning further.
- Leaders have worked hard to meet the actions that were set during a recent visit. They have swapped the layout of the rooms to help to keep children safe as they play. Staff are also deployed effectively in order to help keep children safe.
- Staff work in partnership with parents. They share children's progress and support parents in obtaining referrals for other agencies such as speech and language. This helps to support children with special educational needs and/or disabilities.
- Children enjoy playing in the outside play spaces. They manoeuvre bicycles around safely and skilfully. They are mindful of the other children who are participating in different activities, to keep themselves and others safe.

- The manager evaluates the quality of activities on offer. She carries out regular training and meetings to feed back what is expected of staff and what they can work on with the children. However, the majority of the staff team started at the nursery the week of the inspection and as yet they have not attended these meetings to review the quality of their work.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of local safeguarding trends and of the signs and symptoms that may raise concerns about children's welfare. They work with parents and other agencies to keep children safe from harm and neglect. Staff and seniors are aware of the reporting procedures if they have any concerns about children's welfare and well-being. They have improved practice to keep children safe with particular regard to accidents and any pre-existing injuries that children may have on arrival at the nursery.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure staff are able to implement the curriculum effectively and are fully aware of learning intentions for all children	25/06/2021
teach staff how to challenge children during activities to further enhance their learning.	25/06/2021

## Setting details

<b>Unique reference number</b>	EY455796
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10195384
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Twinnie Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908010
<b>Telephone number</b>	02083212605
<b>Date of previous inspection</b>	25 August 2017

## Information about this early years setting

Twinnie Day Nursery registered in 2013. The nursery operates from 7am to 6.30pm on Monday to Friday, and from 8am to 5pm on Saturday, all year round. It also has the facility to operate a breakfast club, after-school club and holiday playscheme for school-age children. A team of 10 members of staff is employed to work with the children. Of these, eight have a relevant childcare qualification. The manager holds early years professional status, while other staff are qualified at levels 2 or 3. The nursery provides funding for the provision of free early education for children aged two, three and four years. The nursery incorporates the Reggio Emilia approach into its teaching practice.

## Information about this inspection

### Inspector

Rebecca Hurst

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to gather evidence regarding the quality of teaching and learning.
- The manager and the inspector carried out a joint observation.
- The inspector interacted with the children as they played, talking to them about the nursery.
- The inspector took into account the views of the parents from feedback given to the nursery manager.

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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