

Inspection of Twizzle Tops Day Nursery

Roaring Meg Retail Park, Stevenage, Hertfordshire SG1 1XN

Inspection date: 28 July 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are very settled and happy at this nursery. Parents are not currently able to go into the rooms where children are cared for due to the COVID-19 (coronavirus) pandemic. However, the key-person system is very effective and so children make an easy transition from their parent or carer to the caring nursery staff. Children benefit hugely from the improvements that the new manager and staff team have implemented since the last inspection.

All children have a positive attitude to learning and behave well. They enjoy spending time with each other and do so harmoniously. Staff are sensitive to children's needs. Children trust familiar staff to encourage and reassure them, for example, as they sit in the tray of sand and water for the first time and squeeze the mixture between their fingers and toes.

Some children are extremely articulate and confidently share their thoughts and home experiences. Staff listen and contribute to what children say. They can do this because they know the children's families well. This gives children a sense of belonging and, for example, they smile when staff talk about their baby brother with them. Staff promote children's communication and language development well. This is given priority where children speak English as an additional language. Staff who speak different languages confidentially help assess and monitor the development of children's home language, as well as English.

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

- Overall, children make good progress. Staff in each room are clear about what it is they want children to learn and how they are going to help children achieve this before they move to the next room or school. However, there are times when some staff focus their interactions on the more articulate and confident children. This means that the less confident and quieter children do not always benefit from the same level and quality of interaction.
- Parents speak highly of the nursery. They are keen to discuss the many improvements they have noticed over the last year with the employment of a new manager and consistent team of staff. Parents describe staff as 'caring and nurturing'. They appreciate the efforts that staff have made to continue communication with them during the recent pandemic.
- Children engage in activities of their choosing and freely access most resources. However, children in the toddler room do not have frequent enough opportunities to engage in mark-making activities to further support their early literacy skills. Babies enjoy books and love to see, hear and repeat animal names and noises. Toddlers learn new vocabulary, such as 'splosh', when they drop a pine cone into the water and 'full' and 'empty' as they transfer water between

containers.

- Children are helped to recognise that they are unique. Their individual personalities, interests, ideas and ways of learning are taken into account when planning activities. For example, pre-school children request to collect sticks from the woods to bring back to make fishing rods.
- The manager is very enthusiastic about her role as are all of the staff. They genuinely want to do what is best for the children and their families. The manager has worked hard to create a mutually respectful atmosphere where staff are encouraged to undertake additional training and be involved in all aspects of the nursery.
- Care practices are good. The facilities and arrangements for children to rest, sleep and get changed are clean and hygienic. Children benefit from a broad range of balanced and nutritious meals and snacks. Children enjoy fresh air and exercise every day. These activities are thoroughly risk assessed to ensure that children remain safe.
- Children's independence is promoted well at all ages. Babies learn how to put their shoes on and pre-school children serve themselves food, cut their own snack and tidy away after they have eaten. Children show they are willing to 'have a go'. For example, a child announces 'I'm making something I've never made before'. Staff model actions first, which gives children even more belief in their own abilities.
- Children are proud of their achievements. Staff create innovative ideas, such as using a favourite toy character to help praise children for specific achievements.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of the nursery's safeguarding policies and procedures. This enables them to take appropriate action if they have a concern about a child in their care. Staff attend regular training, and safeguarding is continuously discussed at supervisions and staff meetings. This ensures that safeguarding is always a priority. Staff also have a secure understanding of wider safeguarding issues and how they can protect children.

What does the setting need to do to improve?

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

- support staff to ensure that their interactions consistently promote the highest levels of engagement and participation for those children who are less confident and/or communicative
- provide more freely accessible mark-making resources and activities for children in the toddler room who are eager to develop their early literacy skills.

Setting details

Unique reference number	EY463752
Local authority	Hertfordshire
Inspection number	10144181
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	65
Name of registered person	Partyman World (Lakeside) Limited
Registered person unique reference number	RP909076
Telephone number	01438842447
Date of previous inspection	15 January 2020

Information about this early years setting

Twizzle Tops Day Nursery registered in 2013. The nursery employs 10 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at levels 2 or 3. Two staff are unqualified. The nursery opens from Monday to Friday, from 7am until 7pm, all year round. The nursery receives funding for the provision of early education for three- and four-year-old children.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities in each room and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were taking part in.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and the inspector 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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