

# Inspection of Twinkle Totz Day Nursery Ltd

1 Newmarket Avenue, Northolt, Middlesex UB5 4HB

---

Inspection date: 17 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</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 are exceptionally happy and enjoy their time in the calm and well-organised nursery environment. They settle quickly on arrival, enjoying the rich and varied range of opportunities to develop and promote their individual learning. Toddlers build incredibly warm and trusting relationships with staff, who engage closely and sensitively with them. For example, staff offer lots of cuddles to toddlers who are settling into nursery routines. Children are incredibly confident and approach staff for comfort and reassurance. This demonstrates that they feel safe and secure in the nursery setting. Pre-school children develop excellent relationships and have high levels of respect for each other. They independently enjoy imaginative play as they cooperate very well with their peers while pretending to be firefighters in the outdoor role-play area.

Children who speak English as an additional language have a wealth of opportunities to hear and use their home language in their play. For example, children benefit from meaningful conversations with staff who speak their home language. They show that they value and respect differences and similarities and are developing an awareness of people, families and communities beyond their own. All children make good progress from their starting point.

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

- Leaders ensure the curriculum is well planned and implemented to benefit all children. They recognised during the pandemic that children had fewer opportunities to be active. Therefore, they redesigned the curriculum to focus on developing children's physical skills.
- Staff know the children well. They complete assessments effectively to identify what children need to learn next, and so plan relevant activities. Young children admirably work on their mark-making skills, using chunky pens on paper; older children beam with pride as they impressively draw pictures of their families, practising their early writing skills.
- Parent partnerships are good, and parents report they are very pleased with the setting. They say that staff are helpful and approachable. Staff offer advice to parents to support children's learning at home.
- Children have regular access to learn in the outdoor play area. Staff motivate children to keep active. Children immensely develop their large motor skills through riding bikes and using a range of apparatus to support their physical skills.
- Leaders ensure staff meet the needs of individual children well and are proactive in identifying if children need a specific level of support. Children with special educational needs and/or disabilities and those who are disadvantaged receive a high level of support from dedicated and caring staff. They work well with other

professionals to provide appropriate support and continuity in learning for all children. Staff use additional funding successfully to support individual children's developmental needs.

- Staff are positive role models and clearly communicate to children what is expected of them. Children's behaviour is outstanding. All children help to tidy away toys enthusiastically.
- Healthy meals and snacks are provided, which take account of any special dietary requirements or allergies. Children develop increasing independence skills. Younger children are supported to feed themselves, and older children make choices and use cutlery to cut up their food. Staff encourage good hygiene procedures. As a result, children learn why it is important to look after their oral health, and wash their hands regularly.
- Staff focus on children's communication and language development effectively. They skilfully adjust their communication style through simple instructions or expert questioning. Children delightfully count and name the dinosaurs in their dinosaurs' land. Children learn skills to prepare them for their next stage in learning, and the move to school.
- Leaders continue to develop and embed systems for reflecting on and improving practice, including through identifying staff training needs. Staff receive regular training to support their ongoing development. Although the manager has systems in place to coach and mentor her team, the supervision process does not fully support all staff to achieve the highest level in their performance. For example, on occasion, some staff do not ensure that the shy, quietly spoken children are consistently and fully involved and engaged in activities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their role and responsibility to keep children safe from harm. They can identify signs of possible abuse and neglect, and know how to make a referral if they have any concerns about a child's safety or welfare. The setting has a double entry system to ensure any intruders cannot access the building. Managers have robust recruitment processes in place to ensure the suitability of new employees. All members of staff complete daily risk assessments to ensure any hazards are identified and removed. This helps to keep children safe.

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

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

- improve the coaching and supervision of staff to further develop their performance, particularly in using more effective methods to encourage quieter children to become fully involved and engaged in the activities provided.

## Setting details

<b>Unique reference number</b>	EY557181
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10174730
<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>	36
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Twinkle Totz Day Nursery Limited
<b>Registered person unique reference number</b>	RP528654
<b>Telephone number</b>	07867 557383
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Twinkle Totz Day Nursery Ltd at Northolt Children's Centre registered in 2018. It is situated in Northolt, in the London Borough of Ealing. The nursery is open each weekday from 8am to 6pm, and operates all year round. The provider receives funding to offer free early education for children aged two, three and four years. There are six members of staff and, of these, five hold relevant early years qualifications from level 2 to level 4.

## Information about this inspection

### Inspector

Rizwana Nagoor

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. 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 inspector carried out a learning walk to discuss how the early years provision and curriculum are organised.
- Children, parents and staff shared their views of the setting with the inspector.
- The provider and leaders held a leadership and management discussion, and the inspector sampled relevant documentation.
- The inspector observed children's development, including a through a joint observation undertaken with the 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021