

# Inspection of Twinnie Day Nursery

Abbey Road, Belvedere, Kent DA17 5DE

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Inspection date: 17 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

The setting provides a calm, safe and nurturing environment for children. Children are happy to come into the setting. They settle quickly, displaying confidence in choosing one of the learning opportunities available. The nursery has high expectations of children. They show high levels of independence, peeling their own fruit for snack and completing self-care tasks. This has developed children's sense of self-esteem and resilience, and as such, they display a real can-do attitude to their learning. The curriculum is carefully designed to follow children's interests and ensure all children are challenged to achieve their next steps.

Children behave well. They understand the rules and boundaries in place and remind each other of these when needed. Children learn social skills such as sharing, turn taking and listening to others. Games such as 'swapping chairs' allow them to build confidence talking in front of their peers. Each child can sit in the big chair and share something important to them while others listen. Children with special educational needs and/or disabilities (SEND) are well supported within the setting. The nursery special educational needs coordinator (SENCo) works with other staff to help children who are identified as needing additional support. Support plans and referrals are quickly put into place to ensure that all children can participate to their full potential.

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

- Staff build strong bonds with children that allow a smooth transition into the setting. Staff know children well. They understand what children know and need to learn next. Staff plan opportunities for children's next steps based on their interests. Children show high levels of engagement with activities. Staff acknowledge children's ideas, and activities are adapted to reflect this.
- Staff promote early language and communication skills in babies through providing lots of opportunities for songs and stories to be shared. Babies wave their arms and legs excitedly as staff sing familiar songs. They clap their hands at the right moment when joining in with 'If you're happy and you know it'. Babies enjoy one-on-one as well as group stories. Sitting on a member of staff's lap, children listen intently as they are read to. Staff give children opportunities to touch, feel and look at the images on the page to maximise their enjoyment.
- Communication and language development are skilfully promoted within older rooms. Staff use opportunities to expand children's vocabulary during activities. Conversations at mealtimes allow children to reflect on and recall what they have enjoyed that morning. For children who speak English as an additional language or those with speech and language delay, staff use Makaton sign language alongside simple words, to maximise understanding.
- The diversity of children within the nursery is celebrated. The nursery ensures

children's home languages are represented around the setting. Children learn about different festivals and why these are important to those who celebrate them. Children develop a sense of belonging by sharing with others what is important to them. Children learn the importance of being respectful and tolerant to the views and beliefs of others.

- Routines within the older rooms are flexible to meet children's needs and react to their interests. Children help staff plan and extend learning opportunities. However, within the baby room the routine currently in place can be, at times, too structured. This does not meet all babies' individual needs.
- Leaders and managers have ambitious plans for the nursery. They support staff to continue their own professional development by promoting ongoing training. Managers regularly meet with staff to ensure that they feel supported within their role. Leaders and managers understand the need to be reflective in their practice and invite regular feedback from parents and carers.
- Partnerships with parents are good. Parents report that they are happy with the care the nursery provides. Staff provide daily feedback, and photographs are shared using an online family app. However, parents would like the opportunity to have more in-depth discussions with key persons about their children's progress and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers ensure that all staff undertake regular safeguarding training relevant to their roles. Staff are knowledgeable on the different types of abuse children may face and the signs to look out for. All staff are clear on the reporting procedures if they are concerned about a child's safety. Staff understand the importance of being alert to signs that children may be vulnerable to radicalisation. All staff understand the importance of keeping children safe online. Leaders and managers use informative newsletters to ensure parents are aware of online safety for children at home.

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

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

- ensure that routines in the baby room are flexible to meet individual needs
- look at how children's learning and development progress is shared with parents.

## Setting details

<b>Unique reference number</b>	EY455796
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10197796
<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>	0 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Twinnie Day Nursery Ltd
<b>Registered person unique reference number</b>	RP908010
<b>Telephone number</b>	0208 312 2605
<b>Date of previous inspection</b>	20 May 2021

## Information about this early years setting

Twinnie Day Nursery registered in 2013 and is situated in Belvedere, Kent. The nursery operates from 7am to 6.30pm Monday to Friday, 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 nine members of staff is employed to work with the children. Of these, eight have a relevant childcare qualification. The nursery provides funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Natalie O'Leary

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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