

Inspection of Twinkle Twinkle Day Nursery

Raskelf Road, Easingwold, YORK YO61 3LA

Inspection date: 17 February 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because of weaknesses in staff's knowledge of potential signs of abuse and safeguarding issues. However, the manager and staff team helped to support families to stay safe during the COVID-19 pandemic. For instance, they shared new procedures for families when they returned to the nursery and stayed in contact when the nursery was closed. This helped children and parents to feel less anxious when they returned. Staff are good role models for children and have high expectations for their behaviour. Children develop good social skills and have high levels of self-esteem.

The quality of the curriculum is variable and teaching is inconsistent. Staff do not consistently work with the same children. Therefore, their knowledge of children's individual learning goals is not sufficient enough to plan purposeful activities or teach through play. However, staff do know about children's interests and incorporate them well into prepared activities. Children show enjoyment in their play and staff respond to them. For example, they hold children's hands as they walk along balancing beams outdoors and provide bubbles in a large tray. Children laugh as the wind blows the mixture and they dip the wand to try again.

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

- Staff's knowledge of safeguarding and child protection is weak. This has an impact on children's safety. However, staff teach children how to manage small risks for themselves, such as in the outdoor area. They ensure indoor and outdoor areas are safe for children to play in and explore.
- Children benefit from flexible settling-in sessions and they build relationships with staff. For instance, babies who are new to the nursery stay with their new key person and begin to develop confidence as they explore stories. Staff know how to meet children's individual care needs. This has a positive impact on their emotional well-being and they settle in quickly.
- The key-person system is less effective for some children, specifically in relation to how staff meet their learning and development needs. Some staff spend the majority of their time working in the baby room, but have a group of key children in a different room. Other staff working with the children are not aware of their individual learning goals. Consequently, teaching is not tailored to help them make consistent progress. For example, although children enjoy being outdoors, staff do not know that some children are working on their pronunciation and do not model clear words to them. Other children are shy to join in with the group on balancing beams. However, staff are not aware of this and the children wander away without taking a turn.
- In contrast to this, some staff support children effectively and help them to develop their communication and language skills. Babies respond to stories and

watch staff closely as they model words to them. Staff identify their key children who have delay in their speech. They sensitively repeat language back to them during one-to-one activities, which has a positive impact on their progress.

- A strength of the nursery is the way in which staff promote children's independence and positive behaviour. Young children have good manners and staff praise them consistently. Staff teach them to share and take turns. Children have a good knowledge of hygiene practises and take an active part in their self-care. They wash their hands before snack and staff encourage them to put on their own coats for outdoor play.
- Although some activities lack purpose, overall, children are engaged in experiences and make choices about where they would like to learn. Babies explore dough and use the metal pots to experiment with sounds. Older children work creatively to make 'faces' about their feelings and talk to staff about what makes them happy or sad. However, some staff are unclear on what they want children to learn from the experience or how it will help them inform the next steps in their learning. For instance, staff do not challenge or extend children's early writing or mathematical skills during the creative activity and the focus is the same for every child who comes to the table.
- The manager and staff team worked hard throughout the COVID-19 pandemic to maintain communication with children and families. Parents speak highly of the nursery and comment on how quickly children settle in. They are particularly pleased with how staff help children to build confidence and the range of healthy food provided.
- The manager works closely with the staff team and provides support for their professional development and emotional well-being. Staff say they feel happy here and have time to talk during supervisions, staff meetings and weekly catch ups. Some staff have refreshed their skills to work with babies and others have reflected on how to support children's communication development.

Safeguarding

The arrangements for safeguarding are not effective.

The manager has not ensured all staff have an up-to-date knowledge of safeguarding issues. For instance, some staff do not have any knowledge of the 'Prevent' duty guidance and others are unaware of potential signs of sexual exploitation and county lines. This has an impact on how quickly staff respond and take action. Staff are aware of the procedures to follow for whistle-blowing and can identify potential signs of physical abuse. The manager understands how to safely recruit new staff. For instance, she conducts a robust interview process and ensures staff have Disclosure and Barring Service checks.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff have an up-to-date knowledge and understanding of safeguarding issues, so they can identify all potential signs of abuse and respond in a timely way	25/03/2022
ensure every child has a key person who can tailor learning experiences to meet children's individual needs, specifically in regard to children whose key person works in other rooms in the nursery	25/03/2022
develop a purposeful curriculum for all children and ensure staff's teaching helps children to make consistently good progress.	25/04/2022

Setting details

Unique reference number	EY485829
Local authority	North Yorkshire
Inspection number	10219940
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	30
Number of children on roll	62
Name of registered person	Twinkle Twinkle Day Nursery Ltd
Registered person unique reference number	RP534348
Telephone number	01347823463
Date of previous inspection	14 September 2016

Information about this early years setting

Twinkle Twinkle Day Nursery registered in 2015 and is situated in Easingwold, near York. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and the manager/provider is qualified to level 4. The nursery opens Monday to Friday all year round, except for a week at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector, indoors during snack time and a planned activity.
- The inspector held a discussion with manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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