

# Inspection of Twinkle Cottage Day Nursery

115 Fratton Road, Portsmouth, Hampshire PO1 5AJ

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Inspection date: 7 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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

Outstanding

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

### The provision is good

Children, including those with special educational needs and/or disabilities (SEND) and those with English as an additional language (EAL), thrive during their time at the nursery. Children benefit from the high expectations and knowledge staff have of them. They base the curriculum on children's individual needs, for instance, placing great emphasis on developing listening and attentions skills. This provides children with a foundation in which learning is successfully built upon.

Children are safe, happy, and thoroughly enjoy their time at nursery. They settle quickly on arrival and show good levels of concentration as they engage in well-planned play opportunities. Staff respond to children with compassion and care. They identify those who need additional emotional support and offer cuddles and reassurance. This helps children feel secure and gain confidence.

Children behave well. Staff regularly remind children of the rules, which are deeply embedded. For example, children activate their 'brain boxes' and 'listening ears', and younger children 'shake out their sillies'. This helps prepare children to engage in focused learning. Children are forming meaningful friendships. Older children are developing an awareness of the emotions of others. For instance, they recognise when their friends need help and independently offer them support.

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

- The manager has a clear vision to provide ambitious and inclusive early education for all children. She uses funding creatively to extend children's learning at home and provide additional support for those who need it most. She recognises the impact that COVID-19 pandemic has had on children's opportunities and experiences and has adapted the curriculum accordingly. For example, parents have flexibility when settling new children. These new arrangements focus on their individual needs and prioritise their emotional well-being.
- Overall, staff benefit from regular team time, peer observation and supportive supervision. Generally, this strengthens their knowledge and skills well. However, at times, some students do not receive the same level of support as others to enhance their practice. This means children do not consistently receive interactions that are of the highest possible quality.
- Staff use opportunities well to develop and embed children's understanding of early mathematical concepts. For example, older children discuss and compare properties of squares and rectangles during a cutting activity. Toddlers are learning that number has value as they use their fingers to count.
- Staff use assessment successfully to identify what children know and what they need to learn next. They show skills as they adapt their language and teaching.

They know when to simplify their approach or provide challenge, depending on children's individual next steps. For instance, while playing with potato heads, staff support some children to identify basic body parts while introducing others to positional concepts. However, on occasion, staff interrupt children's learning unnecessarily. For example, some children leave focused activities early to eat their lunch. This means that they miss potential learning opportunities.

- Staff place great importance on developing children's early communication. Children, including those with SEND and EAL, benefit from the use of visual aids to enable them to communicate their needs and wishes. Staff provide commentary on children's play and repeat words to support language development. They introduce new vocabulary such as 'diagonal', 'snip' and 'direction'. Children develop a love of books and rhymes as they repeat familiar phrases during story time.
- Children are developing skills that will prepare them for their next stage of learning and their eventual move to school. For instance, they show high levels of independence as they attend to their own care needs. Even very young children follow instructions and put their toys away when asked. Children have lots of opportunities to develop their physical skills both inside and outside. Children have regular access to a well-resourced garden where they run, climb and scoot.
- The manager places great importance on partnerships with parents and professionals. She has developed creative ways of including parents in their children's learning. For example, parents are able to access a well-resourced lending library. They attend open mornings to gain an insight into their children's nursery experience. Parents report positively on the care and support they and their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff know their children very well and are dedicated in maintaining their safety. Staff and those with a responsibility for safeguarding demonstrate a clear understanding of the policies and procedures to keep children safe. They are able to identify the signs and symptoms that may indicate a child is at risk of harm, and the action to take should they have concerns about a child's welfare. This includes wider safeguarding matters, such as protecting children from extreme views. The manager completes appropriate checks on staff to assess their suitability to work with children. This includes during recruitment and on an ongoing basis. The manager has implemented effective risk assessments to ensure that the nursery is safe and secure. These are shared and understood by staff.

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

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

- review routines and activities to ensure that these do not interrupt children's learning opportunities
- strengthen the support staff, including students, receive to ensure that all children have access to the same high-quality interactions.

## Setting details

<b>Unique reference number</b>	EY427294
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10226398
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	48
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Twinkle Cottage Day Nursery Ltd
<b>Registered person unique reference number</b>	RP530623
<b>Telephone number</b>	02392828888
<b>Date of previous inspection</b>	14 October 2016

## Information about this early years setting

Twinkle Cottage Day Nursery Limited registered in 2011. It operates from a converted detached property in the Fratton area of Portsmouth. The nursery is open five days a week from 7.30am to 6pm, 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 16 members of staff who work with the children, 13 of whom hold a relevant early years qualification at level 3 or above.

## Information about this inspection

### Inspector

Paula Sissons

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a focused activity with the manager.
- The inspector spoke to 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 pre-school.

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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