

# Inspection of Little Twisters

Unit 28, Bellingham Drive, North Tyne Industrial Estate, Whitley Road, Benton,  
NEWCASTLE UPON TYNE NE12 9SZ

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Inspection date: 31 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Staff in the nursery are friendly and welcoming. Children run in happily and demonstrate they are very happy in the nursery. From an early age, babies develop a strong relationship with their key person. This is evident as babies seek out and follow their key person. Children develop a good relationship with each other. For example, older children greet their friends happily when they arrive. They run up to them and say goodbye before they leave. Parents comment that their children really enjoy the nursery.

Children behave well. They learn to tidy up before lunch. Older children understand and follow the routine. For example, they line up and wait patiently to go outside. Children learn to keep themselves safe. They show confidence in going up and down the steps to the nursery safely. Older children learn how to use knives appropriately and with control as they eat their lunch. Overall, staff have high expectations of what children can achieve. For example, staff working with older children encourage them to count to 20. Toddlers expand their vocabulary as they play alongside staff in the sand tray.

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

- Children enjoy their learning, overall. Babies are highly engaged as they crawl through a tunnel. They laugh in delight as staff greet them at the other side. Older children enjoy exploring concepts, such as floating and sinking. They make boats and comment that they 'float' when they try them in the water. Some children extend this themselves and find other things that float or sink.
- Babies are incredibly well supported and the atmosphere in the room is calm and tranquil. Staff have thought carefully about the key skills they want children to develop. For example, babies enjoy developing their physical skills as they explore how they can make marks by painting with trains. Staff provide a rich-language experience. They sing and talk to babies constantly, helping to develop their communication skills.
- Staff support children to develop their language well. They have clear intentions of how children develop their language skills over time. For example, staff working with babies develop their babbling and use of single words. Staff working with older children continue to extend their vocabulary and introduce two- and three-word utterances.
- Routine activities, such as meals and nappy changing, are not used well enough to support children to maintain high levels of engagement. During the inspection, two-year-old children spent too long sitting and waiting for their lunch. Three-year-old children became bored as they waited for other children to finish and for staff to clear their plates. This does not consistently support children's learning to the highest level.

- Children learn how to keep themselves healthy. During the inspection, children remembered to wash their hands after using the toilet and before eating. They thoroughly enjoy fresh air and exercise as they play in the snow in the garden. Staff give clear and consistent messages regarding healthy eating. Children enjoy healthy meals with fruit and natural yoghurt.
- Staff generally provide appropriate and challenging activities. Toddlers enjoy developing their throwing skills as they use balls and paint to make marks. However, not all activities support children's age or stage of development. For example, staff in the pre-school room teach children about letters and the sounds they make. This is too difficult for some children, and they lose interest in their learning.
- Staff have a good relationship with parents. They share information with them about what their children have been doing and talk about what skills they are working on next. Parents comment that they like the amount of information they receive. They say staff act on the suggestions they make about their children.
- The manager manages the nursery well. Funding is used effectively to ensure children with special educational needs and/or disabilities make good progress. Staff feel well supported. They appreciate that they can talk to the manager about any concerns. Regular supervisions and monitoring help to ensure that staff practice continues to improve. The manager identifies that she now needs to focus professional development on raising the quality of education to an even higher level, particularly in literacy.

## Safeguarding

The arrangements for safeguarding are effective.

There are good procedures in place to keep children safe. For example, all doors into the garden and building are secure. Staff use the intercom to identify individuals before opening the gate. They greet visitors at the door and accompany them out of the nursery. This ensures no unauthorised visitors can enter the setting. The manager and her staff team have a good knowledge of signs that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child.

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

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

- help children to maintain high levels of engagement, particularly during routine activities
- ensure all activities are appropriate to children's age and stage of development
- focus professional development on raising the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	EY452437
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10229630
<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 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Little Twisters Limited
<b>Registered person unique reference number</b>	RP531911
<b>Telephone number</b>	0191 215 9408
<b>Date of previous inspection</b>	14 December 2016

## Information about this early years setting

Little Twisters was registered in 2012 and is located in Benton, Newcastle-Upon-Tyne. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also offers a holiday club for children up to 11 years of age.

## Information about this inspection

### Inspector

Elizabeth Fish

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 showed the inspector around the nursery. She discussed with the inspector how the curriculum and the experiences for children are planned. The inspector viewed the inside and outside space used by the nursery.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the nursery's documents, including evidence of training and the suitability of staff.
- The manager explained how she manages the nursery and discussed safeguarding with the inspector.
- Parents spoke to the inspector to provide their views on the nursery.
- The inspector spoke to children and staff as part of 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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