

Inspection of Mischief & Giggles Ltd. T/a Twinkle Toes Private Day Nursery

44 New Road, Stourbridge DY8 1PA

Inspection date: 20 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The provision is good. Parents and children are greeted by welcoming staff when they arrive at the nursery. Children are happy to attend. Key-person systems are effective, and parents comment on how the setting feels like family. Babies and young children's routine needs are met. Children thrive through the positive attachments they make. All children are settled.

Staff have a secure understanding of how to support children's learning. Children show a positive attitude and are motivated to explore and investigate the learning environment. Staff plan activities around children's interests, such as observational drawings of their favourite animals. They model language to extend children's learning. Staff further support interests by involving parents and facilitate outings to the zoo. All children make good progress.

Children demonstrate good behaviour. Staff model their expectations and the use of 'good listening' and 'kind hands' is embedded across the setting. Staff are positive role models who praise children and encourage them for their efforts. Children are independent and enjoy taking responsibility. For example, at lunchtime, children pour their own drinks and make choices about foods they want and where they want to sit. Staff promote children's well-being with care and attention, particularly for those children who have care plans. There are robust systems in place to ensure that all children are included and can fully access all aspects of the provision.

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

- Managers have a clear vision and strive to deliver a curriculum that helps children make progress and develop. Staff are able to talk about the intended curriculum and what children are learning. They clearly identify next steps for their key children and fully support these.
- Staff provide children with activities and experiences that promote their individual learning needs. This prepares children for future learning, including going to school. However, in the toddler room, staff carry out all their adult-directed sessions over a period of one hour before lunch. Toddlers struggle to maintain full focus during this time, as it is too high an expectation for them to continually listen and pay attention. This does not help to foster their deep engagement in learning to promote the best possible outcomes for these children.
- Staff provide a stimulating and engaging learning environment. The environment is well resourced and fully accessible to all children. Children make independent choices about what they want to do. Staff encourage them to use books and puppets in their place. Staff also provide daily opportunities for singing sessions

and reading stories. This helps develop their communications skills.

- The manager is strong in her knowledge as the nursery special educational needs coordinator. Staff support children with special educational needs and/or disabilities exceptionally well. Staff have good relationships with external services to ensure children who have additional needs can access the provision and play and learn along with their peers. This helps to close any gaps in their attainment and means they keep up with those of the same age.
- Staff promote children's physical skills well. Babies explore sensory materials with their hands. Toddlers and pre-school children enjoy planned sessions where they manipulate dough in varied ways. Babies enjoy their indoor climbing equipment and slide. Toddlers and pre-school children enjoy physical activities outside, including riding on wheeled vehicles, playing throwing-and-jumping games. This helps to increase their balance, coordination and control over their hand and body movements.
- Parent partnerships are strong. Parents are complimentary about the provision and feel they are included in their child's learning and development. Staff talk to parents, and they have access to online platforms where they can see more information about their children's time at nursery. Managers invite parents to be part of nursery life, including attending trips, events and parents' evenings.
- Staff feel valued and listened to by managers. There is a robust structure in place to support professional development, which help staff upskill. This ensures good quality care and education is maintained. However, on occasion, staff's communication about their intended daily routines is not always highly successful in practice. Babies and toddlers cross over in their use of the garden, which detracts from the learning opportunities, as it is difficult for staff to manage. Therefore, managers need to further support staff to ensure all children benefit from the best of all the learning experiences available, including outside.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of their safeguarding duties. Robust recruitment and vetting procedures are in place. Staff benefit from a good induction process. Staff have a good understanding of internal processes and know they must report any concerns about a child's well-being to external professionals. Staff undertake training, receive updates at staff meetings and take part in quizzes to keep their knowledge and understanding up to date. Staff have good knowledge and awareness of first-aid processes. This means they are able to support in the event of an accident. This helps protect children from harm.

What does the setting need to do to improve?

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

- support staff to communicate more efficiently with each other about their intended daily routines to help all children benefit from the best of all the learning experiences available, including outside
- support staff working with toddlers to review the structure of the adult-directed sessions they provide to foster a deeper engagement in learning and best possible outcomes for these children.

Setting details

Unique reference number	EY487918
Local authority	Dudley
Inspection number	10236640
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	46
Number of children on roll	59
Name of registered person	Mischief & Giggles Ltd
Registered person unique reference number	RP534240
Telephone number	01384 393769
Date of previous inspection	23 August 2016

Information about this early years setting

Mischief & Giggles Ltd. T/a Twinkle Toes Private Day Nursery registered in 2015. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Emma Beard
Josephine Heath

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.
- The management team and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The views of parents were obtained by the inspector through discussions and a phone call.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of adults and first-aid certificates.

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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