

# Inspection of Twinkle Twinkle Day Nursery

Raskelf Road, Easingwold, YORK YO61 3LA

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Inspection date: 15 August 2022

**Overall effectiveness** **Good**

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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 Inadequate

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

### **The provision is good**

Since the last inspection, the staff team and the manager, who is also the provider, have worked extremely hard to improve the quality of the curriculum for children. Staff's teaching is matched to meet the individual needs of all children, including those who are not their key children. For example, staff support children's awareness of safety and their physical skills as they use different types of scissors. In addition, the safeguarding and welfare requirements are met. The manager ensures that staff have up-to-date information on the local safeguarding partnership procedures and provides them with regular child protection training. Children are safe and secure in the nursery. They are settled with staff, who know them very well. For instance, staff recognise when babies become tired and swiftly provide comfort items. This has a positive impact on children's emotional well-being.

The manager recognises the importance of supporting children's personal, emotional and social development. Since restrictions have eased following the COVID-19 pandemic, parents are welcome inside the nursery to collect their children. Staff who work with older children invite teachers into nursery to meet children before they move on to school. This helps to build good partnerships and promote continuity. Staff have high expectations for children. They teach them to share, take turns and be well mannered.

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

- Children enjoy a wide range of activities, based on their interests and stages of development. Staff know how to extend children's play and help them to continue learning outdoors. For example, older children thoroughly enjoy experimenting with water. Staff fill the tray outdoors, and children work together to pour water through funnels and fill watering cans.
- Babies show confidence as they explore sensory activities indoors. For instance, staff provide scented dough, and show children how to prod, poke and smell it. Other children engage for extended lengths of time as they make marks on black paper with their chinks. Staff consistently model new words to help them to build good language skills.
- Staff help children to develop the skills which they need to move on to the next stages in their learning. They provide a sequenced curriculum to help children to build on their existing skills. For example, young children find their own shoes and socks to play outdoors. Older children show increasing independence and staff encourage them to take off their own footwear to paddle in the water.
- Children show confidence in their own abilities and pride in their achievements. Staff provide specific praise and plenty of encouragement. This helps children to keep trying and builds their resilience. However, on occasion, during planned

activities, staff do not allow enough time for older children to share their ideas before providing possible answers. This does not fully support children to develop their critical-thinking skills.

- Children's behaviour is very positive. Staff are excellent role models for children. Young toddlers show care and concern for others in their group. They stroke their cheek gently and pat their arm in an attempt to soothe them. Older children play games with each other, and know how to follow the rules and instructions.
- Staff ensure that children have plenty of opportunities for fresh air, rest and exercise. Children enjoy healthy snacks and use the water dispenser independently. They sit together at lunchtime and benefit from healthy meals. However, staff do not consistently teach children about the importance of making healthy food choices and good hygiene, such as washing their hands.
- The manager prioritises staff's emotional well-being and helps them to build confidence in their skills. Staff access regular training and benefit from in-house professional development. For instance, leaders worked alongside the local authority to develop their curriculum. They shared their vision with the team. This has helped staff to focus their teaching and provide children with purposeful activities.
- Parents are very happy with the care which their children receive. They say that staff are wonderful, nurturing and supportive. Communication between staff and parents is good. The manager provides a range of communication methods, such as parents evenings, diaries and through online channels. This helps all parents to be included in their children's day.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have access to a range of information and bespoke training to help them recognise the signs of potential abuse. The manager holds regular staff meetings and quizzes, and questions staff to ensure that their knowledge is robust. Staff confidently discuss the procedures they follow if they have concerns about a child or their family. The manager, who is the designated safeguarding lead, has a clear understanding of what to do if an allegation is made against staff. She follows safe recruitment practices and regularly checks staff's ongoing suitability to work with children. Staff ensure that the resources and areas used by children are safe.

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

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

- provide older children with time to share their ideas and think critically during planned activities
- help children to develop their understanding of how to live a healthy lifestyle and

the importance of this.

## Setting details

<b>Unique reference number</b>	EY485829
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10231222
<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 6
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Twinkle Twinkle Day Nursery Ltd
<b>Registered person unique reference number</b>	RP534348
<b>Telephone number</b>	01347823463
<b>Date of previous inspection</b>	17 February 2022

## 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 deputy manager has a relevant early years degree. 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

- The inspector discussed the continued impact of the pandemic with the provider and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, outdoors during 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.
- The manager obtained written feedback from parents for the inspection.
- The inspector discussed children's learning and development with the staff team and nursery manager.

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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