

Inspection of Twinkletotz Day Nursery Ltd

1 Tulip Close, Southall UB2 4UZ

Inspection date: 15 August 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

Children settle quickly and feel secure in the warm, friendly environment. They are happy and thoroughly enjoy the time they spend at the nursery. Staff are nurturing and take time to get to know the needs of all children. Consequently, children establish strong bonds with the nursery's staff. Children are familiar with the routines and structure of the day. For instance, at dinner time, children independently select food and pour their own drink. Staff adopt a caring approach and respond well to children's individual needs.

Children are provided with healthy, nutritional snacks and meals that promote their good health. Children are supported to develop self-help skills, such as at mealtimes. For instance, younger children are encouraged to use their cutlery, while older children are encouraged to serve themselves at lunchtime. Children learn how to keep themselves healthy and well. They know why it is important to brush their teeth. They use a giant toothbrush to practise brushing a set of teeth. Children's behaviour is good. They play cooperatively with their friends and are learning to share and take turns. Staff are good role models for the children. Children respond positively when staff remind them to use good manners.

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

- Partnerships with parents are good. Parents make positive comments about the care their children receive. Overall, they are pleased with the service provided and praise staff for their commitment to make sure every child feels valued. Parents receive daily information about what children are doing on collection. The nursery has an online platform which has regular updates on children's learning and development. However, some parents are not confident in accessing this information. As a result, they do not feel well informed of their child's progress.
- There is a strong team spirit at the nursery. Staff say that they are confident to approach the manager and feel that she values their well-being. The staff team is qualified and experienced. Staff have access to ongoing professional development through an online training provider. This helps to support their practice and to promote children's learning needs.
- Staff support children's emerging language skills well. They provide a language-rich environment where they talk to children, sing songs and read books. Children learn new words, such as 'cucumber' and 'frozen'. Older children are provided with an environment where they hear spoken language clearly and fluently. This helps to promote children's correct pronunciation of words and helps them to understand how to put words together to form sentences.
- Staff know children and their interests well. They understand what they want children to learn. They use this knowledge to organise the learning environment,

prepare activities and to develop children's learning. For example, children learn about the different sounds that animals make and learn to say their names correctly.

- Support for children with special educational needs and/or disabilities and for those who speak English as an additional language is a strength of the nursery. Staff swiftly identify children who need additional support and then work effectively with other professionals. Staff have a very good knowledge of strategies to support children. These strategies are extremely well thought out and tailored to children's needs. Managers focus their efforts to remove any barriers to learning. Intervention plans are monitored accurately and with detail. This contributes to the excellent progress children make.
- Staff use opportunities to extend children's mathematical understanding. For example, children are encouraged to count during activities and to explore and understand size, quantity and positional language. This supports children's understanding of mathematical concepts effectively.
- Overall, staff provide good opportunities for children to play and learn outside. Staff know and understand the benefits of outdoor play to promote children's physical and emotional well-being. Children access experiences with confidence, excitement and determination. For instance, children thoroughly enjoy exploring farm animals, frozen in ice. However, older children are not always given play opportunities which help them to strengthen their large-muscle skills, such as climbing and jumping.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to keep children safe and secure. They know who to contact if they have any concerns about a child's safety and welfare. Managers keep up to date with local and national safeguarding priorities. Staff can identify the signs and symptoms which may indicate that a child is at risk of harm. Robust recruitment procedures and regular checks of ongoing suitability ensure that all staff are suitable to work with children. Children learn to assess risks during activities. Staff closely supervise children to promote their welfare.

What does the setting need to do to improve?

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

- extend the range of opportunities available for children outdoors, to ensure that all children have an appropriate level of challenge
- find further ways to work in partnership with parents to promote consistency and continuity of learning.

Setting details

Unique reference number	EY481939
Local authority	Ealing
Inspection number	10236490
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	1 to 4
Total number of places	16
Number of children on roll	20
Name of registered person	Twinkle Totz Day Nursery Limited
Registered person unique reference number	RP528654
Telephone number	0203 638 3131
Date of previous inspection	29 September 2016

Information about this early years setting

Twinkletotz Day Nursery Ltd registered in 2015. It operates from a children's centre in Southall, in the London Borough of Ealing. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year, except for bank holidays. The nursery currently employs six staff. Of these, one has an early years qualification at level 2, three have level 3 qualifications, one has a level 4 and one has a level 6. The nursery offers funded education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk. The manager talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector held discussions with the manager, staff and children at appropriate times during 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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