

Inspection of Twinkle Stars Nursery School

Twinkle Stars Nursery, Vale Farm, Watford Road, Wembley, Middlesex HA0 3HG

Inspection date: 23 September 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and arrive eager to start their day. They receive a warm welcome from the friendly and caring staff team. This nurturing approach helps children to feel at ease and settle in quickly. Children behave well. Staff have high expectations of all children and manage their behaviour in a calm manner. Children learn how to share and take turns, with staff offering support when they need it.

Children become enthusiastic and deeply engaged in their play. For example, younger children smile and giggle as they explore the play dough. Older children show a fascination with the world around them. For instance, they show immense pride at the potato that they have grown in the growing patch outside. They carefully place the potato on a plate and serve it to the inspector to study.

Children enjoy spending time outdoors and demonstrate strong physical development. For instance, they climb the climbing frame, hop back and forth in baskets, and run around, laughing and smiling constantly. Staff spend a great deal of time learning what makes each child unique and the ways in which they learn. All children make good progress from their starting points in learning, including those with special educational needs and/or disabilities and children in receipt of additional funding.

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

- The manager has a clear and aspirational vision for the nursery. She regularly observes and monitors staff's practice. Staff feel valued and supported. The manager has created a warm, empowering and nurturing environment for children, parents and staff.
- Staff develop children's love of books extremely well throughout the setting. Children demonstrate a great deal of learning from the weekly focus story. For example, younger children who are still developing their language, confidently recognise and name a 'caterpillar' and a 'butterfly' in the sand tray, linked to the story that they have been recently learning about.
- Parents speak highly of the nursery and the staff. They praise the strong relationships that the manager and staff have built with their families, and the support which they have received. Parents comment that their children have learned many skills, especially in literacy and language. They value the systems in place to support their children's learning at home. For example, parents appreciate the 'lending library', where their children can bring books home and read with their family.
- Overall, staff plan activities well. All children are learning to engage as part of a group on the carpet, in readiness for school, and to come together to share

ideas and opinions. However, on occasion, these carpet times can be too long, especially for younger children, who begin to lose focus and become restless.

- Staff place a key focus on children's communication. They spend a lot of time talking to children and create a language-rich environment. Staff introduce new words and model their correct usage. They use every opportunity to develop children's vocabulary, for example, by repeating words to children who are still developing their language.
- Children of all ages are highly independent. For example, as soon as they hear the tidy-up song, they promptly put toys away. Younger children wash their own hands and collect their own water bottles. Older children confidently suggest future learning topics and activities.
- Overall, staff have a good understanding of how to promote children's learning. They interact well with children, supporting their learning effectively. Occasionally, staff do not follow children's lead in their play and when children show a desire to learn more. This is when they do not consistently extend children's learning even further.
- Children learn about the importance of good health and the benefits of regular toothbrushing, eating a balanced diet and physical activity. The provider works with parents to ensure that the packed lunches which children bring meet their dietary needs.
- Staff help children to learn about and respect differences. For instance, they teach about special cultural or religious festivals, such as Diwali. Children have access to books, puzzles and dressing-up clothes which represent different races and cultures. This helps children to understand and respect others.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their roles and responsibilities in protecting children from harm. They are aware of the signs and symptoms of abuse, and know what to do if they have concerns about a child's well-being. This includes in the event of an allegation being made against a fellow member of staff. Staff conduct robust risk assessments every day. Managers use robust recruitment procedures. They provide a supportive and detailed induction for new staff. Ongoing suitability checks help ensure that all staff remain suitable in their role.

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 develop effective interactions with children, to help them to extend children's learning to the highest level
- consider how to better organise group activities, to help children remain

engaged in their learning.

Setting details

Unique reference number	2563685
Local authority	Brent
Inspection number	10233490
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	2 to 3
Total number of places	48
Number of children on roll	48
Name of registered person	Twinkle Stars Nursery School LTD
Registered person unique reference number	2563684
Telephone number	020 8908 3593
Date of previous inspection	Not applicable

Information about this early years setting

Twinkle Stars Nursery School registered in 2019 and is located in the Borough of Brent. The nursery employs seven members of childcare staff, including the manager. Of these, six hold early years qualifications at level 3 and one who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Rathbone

Inspection activities

- This was the first routine inspection the nursery 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 inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of education to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of education
- The inspector held discussions with staff about the monitoring of children's learning and development in the setting and tracked the experiences of several children.

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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