

Inspection of Twizzle Tops Day Nursery

Unit 9, The Boardwalk, West Thurrock Way, Grays, Essex RM20 2ZP

Inspection date:

20 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are not offered sufficient challenge to extend their learning. For example, staff do not consider potential learning opportunities, refresh activities frequently, or provide resources to broaden learning when planning the curriculum. Children are interested in some of the activities provided and are eager to have a go. They are initially interested and engage but lose interest and move on to something else. Some activities are uninspiring, and children do not show interest.

Staff do not consistently ensure activities provided have a sharp focus on what the children need to learn next, which has an impact on their progress. However, children are keen and excited to shop for baking ingredients. They help make a shopping list and walk with enthusiasm to purchase the items. Children are excited to make biscuits when they return. They can recall what they learned on the walk, as staff pose meaningful questions. However, children lose interest quickly. They are not consistently encouraged to solve problems, such as what to do when the mixture is too wet. Despite this, children arrive happy at nursery. They leave their parents with ease and are eager to investigate the activities on offer. They are secure and confident in their environment and have established close bonds with the staff, who know them well. Babies enjoy cuddles and reassurance from the nurturing, caring staff. Children are well behaved and show kindness to one another.

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

- Staff plan activities based on children's interests, but do not consistently have a clear intent of what they want children to learn. Children enjoy most activities, but these are not always challenging enough to extend their learning. Staff do not consistently help children to build on the skills that they need to learn next or refresh activities frequently to maintain children's interest.
- Children are generally supported with their ideas and to initiate their own play. They access resources from easily accessible units. However, they are not consistently encouraged to tidy away their resources, including books, when they have finished with these, to take care of the things that they use.
- Children enjoy role play opportunities. They make pretend dinner and enjoy pouring and filling pots with dried pasta. Children use some dressing-up clothes and some props in their play. However, additional resources to fully support children's imaginary play, which captivate and challenge their interests further, are few.
- Parents speak positively of all aspects of the care and learning their children receive. They comment that the staff are friendly and welcoming and that they feel fully supported. Parents talk about the progress their children make. They comment that their children are confident, excited to attend and that they have

made good progress in their communication skills.

- Children's behaviour is good overall. Staff have high expectations for children attending. Children listen to instructions and know the expectations. Children are generally encouraged to negotiate together to find a solution to a problem, such as when sharing resources. However, organisation and expectations during mealtimes mean staff are sometimes busy with other tasks rather than focusing on supporting and challenging children's independence skills. Children become bored, as staff do not engage them in learning as they wait for their meal.
- Children with special educational needs and/or disabilities and those who require additional support are supported well. The nursery's special educational needs coordinator is knowledgeable and has established positive links with other agencies involved with children, to ensure continuity and a consistent approach to the support provided.
- The manager demonstrates her ambition and commitment to the nursery. She is fully aware of the positive impact training has on the outcomes for children attending. The manager has effective engagement with the staff, as she monitors practice routinely within the rooms. Staff are positively encouraged to complete training towards their continual professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team understand their roles and responsibilities to keep children safe. They are secure in their knowledge of the procedure to follow should they have a concern regarding a child in their care. All staff complete ongoing safeguarding training, which includes wider aspects of child protection. They are aware of possible signs and behaviours that may suggest a child is at risk. Staff demonstrate a secure knowledge of whistle-blowing and the process to report any concerns to protect children's welfare. Children are closely supervised to ensure they remain safe when on outings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve staff knowledge about how children learn, and provide an exciting play environment	19/11/2022

develop the curriculum to ensure it clearly identifies what it is that all children need to learn and how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress.	19/11/2022
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To further improve the quality of the early years provision, the provider should:

- review the organisation of snack and mealtimes so that staff can make the most of all opportunities to help children to develop their independence skills
- help children to understand how to take more care of their books and resources, particularly when they are leading their own play
- expand the range of role play resources to enable all children to explore and develop their own play and ideas.

Setting details

Unique reference number	EY392722
Local authority	Thurrock
Inspection number	10235304
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	40
Number of children on roll	76
Name of registered person	Partyman World (Lakeside) Limited
Registered person unique reference number	RP909076
Telephone number	01708 203116
Date of previous inspection	17 November 2016

Information about this early years setting

Twizzle Tops Day Nursery registered in 2009. The nursery employs 12 members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 2 or above. The nursery is open each weekday, from 7am to 7pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 showed the inspector around the areas that children access. They discussed how staff organise the nursery and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents. This included evidence of staff's suitability and training.
- The inspector observed the quality of teaching during activities, indoors and on outings, and assessed the impact this has on children's learning.

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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