

# Inspection of Twinkle Toes

Wright Street, Platt Bridge, Wigan, Lancashire WN2 3UQ

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Inspection date: 3 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 learn that they are noticed and valued as individuals because staff build trusting relationships with them and their families. They are happy and settle quickly when they start at this caring nursery. Children engage well in lots of exciting and meaningful learning. For example, when staff re-read a carefully chosen and familiar story such as 'Room on the Broom', children finish the rhyming sentences joyfully.

Children thrive from being physically active indoors and outdoors. They enjoy trying things out for themselves. For example, they balance and jump on the long, sloping wooden beam outdoors, bouncing with glee when they have succeeded. Children recognise that their heart rate increases and that their bodies get hotter with movement. They also take part in walks to the local woodland to explore changes in the environment. Children learn about staying safe when crossing the road and when near the local pond.

Children respond positively to the gentle, patient support from staff if they find it difficult to wait for turns. They learn to share and be kind to each other. Older nursery children benefit from the well-thought-out visits to the on-site primary school. For instance, they learn about wearing a uniform and get to know the Reception Year teacher. Children are ready for the next stage in their education.

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

- Managers have designed an ambitious curriculum that covers all areas of learning. They think carefully about the knowledge that they want children, including children with special educational needs and/or disabilities (SEND), to learn. As a result, children learn the curriculum well and make good progress.
- Staff provide well-considered learning activities for children that build on what they know and can already do. For instance, staff help children to remember the order of numbers, such as 'one, two, three, four'. Children then learn to recognise and name digits. This careful progression of children's learning greatly supports their ongoing good progress.
- Children who have less experience of using spoken language are supported through well-organised small groups and one-to-one sessions. However, staff do not ensure that their own speaking and modelling of language builds children's vocabulary well. For example, sometimes, staff use 'it' or 'that' to describe objects or actions. This holds back children's ability to communicate well.
- Managers are knowledgeable about how to develop children's physical abilities. Staff teach and motivate children to climb, balance, run and bounce, including by providing a well-arranged outdoor area. This helps children to build their strong bones and muscles.

- Staff spend lots of time having conversations, reading books and singing favourite songs with the children. Children remember the words in their favourite books and songs.
- Managers recognise that the learning and development of some children, particularly two-year-olds, has been impacted by the COVID-19 pandemic. Staff use their professional knowledge to recognise when children need extra help in their social skills and language development. This helps children to move forward in their learning.
- Staff identify children with SEND accurately. They make good links with specialist professionals, such as speech and language therapists. This helps children to learn well.
- Children learn about health and hygiene, including the importance of oral health. Staff provide children with healthy snacks. However, they have not prioritised working closely with parents to ensure children's lunches are healthy and nutritious. This impacts on children's awareness of healthy diets.
- Overall, partnership working is strong. Parents are overwhelmingly positive about the nursery. For example, one parent commented, 'My child loves her key person and talks about her all the time at home.' Staff provide packs of activities and resources for parents to use with their child. This helps parents to support their child's learning at home.
- Managers have successfully reduced staff workload. Staff now spend more time teaching children and less time completing unnecessary paperwork. Managers review and support the work of staff thoroughly so that the quality of their work with children improves.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff are knowledgeable about keeping children safe. They attend regular training. All staff know how to identify children who may be at risk of harm, for example from local safeguarding risks such as county lines. Managers check the ongoing suitability of staff to work with children. They excel at helping children and their families to access the early help that they need. Managers keep well-organised records about safeguarding issues and understand how to contact external agencies when required.

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

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

- improve staff knowledge of how children learn language so they teach children the words that they need to know when naming objects and describing actions
- work collaboratively with parents to promote children's good health even further, particularly with regards to healthy food choices.

## Setting details

<b>Unique reference number</b>	EY486734
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10233966
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Twinkle Toes Partnership
<b>Registered person unique reference number</b>	RP531406
<b>Telephone number</b>	01942 557572 / 07519 863287
<b>Date of previous inspection</b>	28 February 2017

## Information about this early years setting

Twinkle Toes registered in 2015. The nursery is located at St Mary's Church of England Primary School in Wigan. The nursery is open to children aged from two to four years, from 9am to 3.15pm, term time only. The setting employs six members of staff, including the two owners/managers. Staff are qualified at level 3 and above. The setting also operates a breakfast and after-school club on site for the children attending the primary school. The nursery provides funded early education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Andrea Vaughan

## 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 in their evaluation of the provider.
- The two joint managers and the inspector completed a learning walk together. They visited all areas of the nursery. The inspector spoke with managers and staff about the curriculum, including what they want the children to learn.
- The inspector carried out a joint observation of a communication and language activity with one of the managers.
- Children spoke with the inspector as they played indoors and outdoors.
- The inspector spoke with staff and took account of their views.
- The inspector reviewed examples of managers' records, including evidence of the suitability of staff working in the nursery.
- Consideration was given to parents' testimonials. The inspector also spoke with five parents.

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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