

# Inspection of Twizzle Tops Day nursery

Unit L1, Brent Cross Shopping Centre, Prince Charles Drive, London NW4 3RW

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Inspection date: 15 November 2022

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## **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

Not applicable

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

### **The provision requires improvement**

Most children demonstrate that they are happy and secure, and they separate from their parents well. However, for some children, the transition between home and the nursery is not as easy as possible. Key persons are not consistently available to comfort and settle children who are new to the setting. Some parents comment that they do not know who their child's key person is. The key-person system is not yet fully embedded.

Leaders design a curriculum that covers the seven areas of learning. Staff base their planning on children's interests and what they need to learn next. Some children engage happily in activities provided and make comments, such as 'I love this activity', while digging in soil with spades. However, staff do not ensure that all children are engaged in quality learning and interactions. At times, children who choose to communicate less or who need additional support are not helped enough to make the progress of which they are capable.

Children generally behave well, and staff are good role models. Children learn to take turns and share resources. For example, children build together to balance a track and take turns to go over it safely. Children show a growing understanding of the rules of playing safely and their abilities to successfully negotiate space around them.

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

- The quality of teaching and interactions is variable. Through monitoring, leaders are aware of the weaknesses in the practice. They recognise that further training, mentoring and support is needed to ensure that staff's teaching is consistently good or better. Leaders have some plans in place to ensure that the broad curriculum is embedded for all children.
- At times, staff are not deployed as effectively as possible. For example, staff often move between the rooms. This leaves some children unsettled. On occasion, staff do not spend quality time with their key children. Consequently, children's learning needs are not consistently met.
- Children develop an interest in books. Babies explore 'touch and feel' books and enjoy staff reading books about animals. Older children like to explore books independently. Staff often read to children in small groups. However, on occasion, staff ask children to join in circle time even when they are visibly upset and do not want to participate. Staff do not always organise activities well enough. This has negative impact on children's attitudes to their learning.
- Staff teach children some early mathematical skills. For example, they count steps when they go down the stairs. Children enjoy sorting and counting activities and learn about patterns.

- All children benefit from the daily fresh air. Children go to play in the garden in a range of weather conditions. Staff inspire children during the rain, encouraging them to make 'rain soup'. Children join in with great enthusiasm as they splash rainwater, fill up pots and pans and mix the 'soup' with spoons. Staff engage children in pretend play while they hide in the tree house as they sing nursery rhymes together, such as 'Rain, rain go away'.
- Staff provide opportunities for children to practise their small-physical and mark-making skills. For example, children paint with brushes and mark make with pencils. Children enhance their manipulative skills while using their hands to play with play dough and soil. This helps to prepare children for the next steps in their pre-writing development.
- Leaders implement projects that support children's understanding of sustainability. Staff teach children about healthy eating, recycling and planting. Children help to collect leaves and to make compost. Children eat a healthy diet, and staff ensure that they partake in vigorous physical activities, including playing sports such as football or tennis.
- Children learn to manage their own self-care needs. For example, younger children practise feeding themselves. Older children use the toilet independently and learn to dress for the outdoor play. All children learn to follow hygiene routines, such as washing their hands. Children help with small tasks, such as packing the toys away. This helps them to gain a sense of responsibility.
- Staff work with outside agencies to provide support for children with special educational needs/or disabilities. They put plans in place and ensure that one-to-one sessions help children to achieve specific targets.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has secure recruitment procedures to ensure that all staff who work with children are suitable to do so. The leadership team and staff understand their responsibilities to keep children safe. Staff are familiar with the signs and symptoms of abuse. They are aware of the procedures to follow if they have concerns about children's welfare. Staff know what actions to take and how to report any allegations made against colleagues. All staff undertake child protection training as part of their induction. Most staff hold paediatric first-aid certificates. This ensures that staff are able to care for children in the event of an accident or incident.

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

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

	<b>Due date</b>
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improve supervision, support, training and mentoring for staff to ensure that staff's teaching and interaction skills improve and to raise the quality of education to a good or higher level	15/02/2023
ensure that staff are deployed appropriately to meet children's needs	15/02/2023
implement a key-person system that builds effective relationships with parents and provides children with settled relationships with familiar adults.	15/02/2023

## Setting details

<b>Unique reference number</b>	2652154
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10259245
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Partyman World (Lakeside) Limited
<b>Registered person unique reference number</b>	RP909076
<b>Telephone number</b>	020 8201 7778
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Twizzle Tops Day nursery registered in 2021 and is one of eight settings run by the same registered provider, Partyman World (Lakeside) Limited. It is located in the London Borough of Barnet. The provider employs eight staff who work with children. Of these, seven hold early years qualifications, ranging from level 2 to level 3. The nursery operates all year around, from 7am until 7pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Agnes Wink

## 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 manager and has taken this into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed the curriculum.
- The inspector carried out a joint observation of staff's practice with the manager.
- Staff spoke to the inspector throughout the inspection.
- Children interacted with the inspector during the inspection.
- The inspector reviewed documentation, including staff's suitability information and training certificates.
- The inspector spoke to parents to gather their views.

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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