

Inspection of Twizzle Tops Day Nursery

9 Cavendish Street, Ipswich, Suffolk IP3 8AX

Inspection date:

12 December 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have good opportunities to be independent. Children learn to dress and undress dolls, and are praised when successful. Older children use scissors independently. Some children can cut around shapes they have drawn. Others make snips in the paper. Younger children choose whether they would like water or milk to drink for snack, and pour this themselves. However, during some routines, children are required to wait for prolonged periods, resulting in children becoming restless.

Children enjoy being in the garden. They explore the frost on the floor. They say, 'watch out, the ice is slippery'. They stand on the ice to break it apart and tell each other, 'look it's crunchy and melting'. Children show each other the frozen grass in the ice. They explore how they can get the grass free. They throw the ice into a box where it breaks apart, and the children notice it begins to melt. Although there are many opportunities for children to explore, there are inconsistencies in staff's interactions with children, to extend their learning further. This can have a negative impact on children's communication and language skills.

Children enjoy digging in the allotment to see if they have found any vegetables they have planted. They show delight when they find a potato that has grown. Children water the soil and say, 'they are our vegetables, there were lots of seeds'. They continue to dig to see if they can find any more vegetables.

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

- Staff communicate well with parents. They share 'golden moments' about what children have achieved and their next steps in learning.
- Staff have resources on hand for parents to help their children with changes. For example, they provide information for parents and books for children based on toilet training.
- Parents describe staff as welcoming, positive and patient, and who provide a variety of activities for children. They have regular communication with their child's key person regarding their child's progression. Parents comment that the meals are varied and nutritious.
- Children's physical skills are developed well. Children visit the soft-play centre regularly. Staff set up obstacle courses to develop children's gross motor skills. Younger children enjoy baby massage and yoga.
- Staff provide lots of opportunities for children to explore the community. They enjoy visits from pets, including chickens and a dog. They also enjoyed a visit to the local post box where they posted the letters they wrote to Santa. They then went on a walk to visit the marina and observe the boats.
- Staff encourage children to count and add 'one more' to develop their

mathematical skills. Children enjoy weighing pasta and exploring numbers in the role-play area.

- Older children enjoy making marks in the sand using paint brushes and their fingers, developing their physical and literacy skills.
- Although some staff provide warm praise and encouragement to children, they do not always positively role model how to be respectful and sensitive towards each other. This can have a negative impact on children's social and emotional development.
- Staff introduce babies to new words, including 'soft' and 'shake', as they enjoy playing. Children then begin to move their whole bodies and follow instructions to 'shake' and 'stop' when playing with the rattles. Older children are introduced to the word 'melting'. Although some staff have high-quality interactions with children, this is not consistent across the nursery. As a result, children's communication and language skills are not supported effectively.
- Older children serve their own meals during lunchtime and enjoy what is provided. However, there are unnecessary waiting times for children during some routines. For example, all children must wait for everyone to sit down before they have their meals. Then, when finished, children must wait for everyone to finish their main meal before they are provided with pudding. Therefore, children become restless.
- The children in the pre-school room begin to wipe their noses independently and wash their hands. However, sometimes, hygiene practices are not effective enough. For example, staff and children do not always wash their hands after nappy routines, and staff do not always maintain the cleanliness of intimate-care areas.

Safeguarding

The arrangements for safeguarding are effective.

Staff refresh their knowledge on safeguarding regularly. They are aware of the signs and symptoms of abuse and how to report any concerns. Management regularly check children's accidents and attendance to review if there are any emerging patterns that may be a cause for concern. Staff have a good understanding of county lines, female genital mutilation and radicalisation. Staff are aware of the procedures they would take if they were to have concerns about another member of staff. There are good recruitment procedures in place to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
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develop staff's awareness about how to promote respect and sensitivity with children through positive role modelling	06/02/2023
support staff practice to deliver a well-sequenced curriculum, so that teaching is of consistently good quality	06/02/2023
review hygiene practices to ensure they are consistently effective and meet requirements.	06/02/2023

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

- review daily routines to ensure children are not waiting unnecessarily and their behaviour and engagement does not deteriorate.

Setting details

Unique reference number	2589197
Local authority	Suffolk
Inspection number	10251184
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	50
Number of children on roll	114
Name of registered person	Partyman World (Lakeside) Limited
Registered person unique reference number	RP909076
Telephone number	07585324526
Date of previous inspection	Not applicable

Information about this early years setting

Twizzle Tops Day Nursery has been operating since 2020. It is open Monday to Friday, from 7am until 7pm. It is closed for bank holidays. There are 19 members of staff in total. Of these, 15 hold an appropriate early years qualification at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stef Montgomery

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 manager and inspector completed a learning walk together to discuss the areas of learning, their curriculum and what they want children to learn, both inside and outside.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents to take account their views of the setting.
- The inspector looked at relevant documentation, including first-aid certificates and Disclosure and Barring Service numbers of staff members.

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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