

Inspection of Twinkletotz Day Nursery Ltd

22 Green Drive, SOUTHALL, Middlesex UB1 3AZ

Inspection date: 13 December 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at this warm and welcoming nursery. They benefit from attentive staff who know the children and their preferences well. Consequently, children are quick to become actively involved in the range of activities on offer. Young children show their trust in the staff and are confident to demonstrate any needs that they may have. For example, they make gestures for a cuddle when upset, or offer books to staff members so that they can be shared. Toddlers and pre-school children happily gather on the carpet area for group singing and giggle with delight when playing indoor action games. Children are enthused and engaged in their learning.

Children behave well. They are aware of the setting's 'golden rules' and mostly adhere to these. If children are finding this challenging, staff gently remind children of what is expected and why. Children are learning what is right from wrong and how to show respect and empathy for others. Older children already show care for younger peers. For example, when collecting objects from the natural environment such as sticks, older children help younger ones locate these, kindly saying 'well done' to them.

Staff plan a broad and diverse curriculum which promotes equality and considers the interests of the children. Families are well supported by the caring staff and management team. Assistance is provided in accessing additional support and advice when required. Children with special educational needs and or/disabilities are swiftly identified and additional support measures are put into place. Staff work closely with outside agencies, such as speech and language therapists and early support workers, to ensure that each child has the best opportunities to gain equal access to what the nursery has to offer.

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

- Staff support speaking, listening and communication development well. They provide lots of opportunities for children who speak English as an additional language to gain a good understanding of how to communicate successfully. For example, staff create picture cards with home language labels to help them understand what children are asking. Staff then model using the English words for these things. Children are learning to develop their communication skills.
- Throughout the nursery, staff support children's understanding of the importance of being active, healthy and hygienic. They provide many opportunities for the children to be physically active inside and out. The nursery cook devises nutritious snacks and meals, and when the children are consuming these, staff ensure that they explain why these choices are good for them. For example, they talk about milk containing calcium, which is good for growing

bones, and fruit and vegetables having vitamins and minerals, which keep us healthy. Staff sing a handwashing song, which ensures that children wash their hands effectively. Children engage in toothbrushing activities to promote awareness of the importance of oral hygiene. This means that children are beginning to learn how to live healthy lifestyles.

- Overall, staff have established a broad and balanced curriculum. Staff have a good understanding of individual needs and use assessment tools to understand what the children already know. However, at times the next steps staff identify for children's learning are not always precise or well matched to their stage of development. Consequently, not all children are making highest possible rates of progress.
- Children are encouraged to develop their early mathematical skills in fun and engaging ways. For instance, when sharing a farmyard book, staff use positional language such as above and below. Children are asked to count legs and eyes and to spot shapes. Children are gaining a sound knowledge of early mathematics.
- Parents comment that their children 'cannot wait to come to nursery!' They state that staff are warm and welcoming and show genuine care and affection for the children. Parents speak positively about the support they receive and the information that is shared. The nursery manager has close links with staff in the children's centre. This helps to support parents further and ensures that help is sensitively provided to those that need it.
- Children are happy, engaged and making good progress. However, at times staff do not consistently encourage children to be independent. For example, water is provided in bottles and cups with lids and younger children are lifted on and off ride-on toys before attempting to do this for themselves. This affects how successfully some children develop the ability to become resilient and independent learners.
- Staff benefit from a range of training opportunities to support and develop their professional practice. Regular staff meetings and discussions within the team further support this development. Staff feel well supported by the managing team.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff undertake regular safeguarding training and have a good understanding of their responsibilities to keep children safe. All staff have an accurate knowledge of the possible signs that could indicate that a child is at risk of harm or neglect. They know how to record and share concerns, the relevant people to do so with, and the importance of doing this promptly. Staff are confident to raise concerns about colleagues and the correct protocol to follow should an allegation be made against themselves. The managers attend safeguarding meetings with other professionals. The nursery manager shares relevant information to support children's well-being. Robust recruitment and induction processes are in place to ensure that new staff are suitable. All staff receive

paediatric first-aid training so that they can respond effectively to an accident or emergency.

What does the setting need to do to improve?

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

- develop a more consistent approach to further promoting children's independence skills
- strengthen staff's skills in identifying more precise next steps for children's learning, ensuring these are consistently appropriate to their stage of development to promote the best rates of progress possible.

Setting details

Unique reference number	EY424036
Local authority	Ealing
Inspection number	10235522
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	1 to 4
Total number of places	36
Number of children on roll	25
Name of registered person	Twinkle Totz Day Nursery Limited
Registered person unique reference number	RP528654
Telephone number	0208 917 9312
Date of previous inspection	16 February 2017

Information about this early years setting

Twinkletotz Day Nursery registered in February 2011. It operates from Southall Park Children's Centre, in the London Borough of Ealing. The nursery is in receipt of funding to provide early education for children aged two, three and four years. The nursery is open each weekday from 8am to 6pm all year. A team of seven members of staff work at the nursery. Of these, six staff hold relevant early years qualifications, including one member of staff who holds qualified teacher status.

Information about this inspection

Inspector

Zoe Abraham

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 area manager took the inspector on a learning walk across all areas of the setting and discussed how the early years provision and curriculum are organised.
- Parents shared their views through verbal feedback and the inspector took these into account.
- The inspector looked at a sample of relevant records and documentation. This included evidence of staff suitability and training records.
- A joint observation was carried out by the nursery manager and the inspector. The inspector observed the quality of education being provided and the impact on children's learning was assessed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022