

Inspection of Twiggys Day Nursery Ltd

Sutton Hill Children's Centre, 109 Southgate Sutton Hill, Telford, Shropshire TF7 4HG

Inspection date: 9 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are secure, settled and play happily in this setting. Babies seek reassurance from their key person, while toddlers and older children involve themselves busily in favourite activities. Children are independent and supported very well by staff who understand how to promote their confidence and self-esteem. Children enjoy interesting and exciting activities indoors. For example, older children explore unfamiliar fruit and vegetables and describe these as 'spiky' and 'sharp'. They make predictions as they comment, 'I think it's red inside.' Toddlers listen intently as they hold a conch shell to their ear and say, 'I hear.' Babies say 'Wow,' and giggle as they notice how the glitter moves inside a plastic bottle while their key person shakes it.

Children have lots of time to play, investigate and explore in the routine of the day. Staff support children to make independent choices about what they do. For example, children respond to simple signs and refer to a visual timeline. Children enjoy freshly prepared, healthy meals and snacks, and staff encourage conversation as they sit and eat alongside them.

Staff are passionate about preparing children for the next step in their learning. They help children to develop useful skills that they need for the future. For example, older children put on their own coats before going outdoors. Staff teach younger children the skills to dress in their outdoor clothes independently.

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

- Leaders have a strong vision for the nursery. They are passionate about supporting the children and families who access their provision. The curriculum focuses on the needs of the children attending. There is a clear progression of skills from the youngest babies through to those getting ready to go to school.
- Staff are secure in their knowledge of child development. They understand what is important for a child attending this nursery to learn about. Furthermore, they highlight gaps in learning and plan well to build on what children already know and can do. Experienced staff encourage apprentices as they model good practice and positive interactions with children.
- Leaders and staff know where to access extra help so that they can support children's progress. They work well alongside other professionals in the local community, as well as specialist services, to support children with special educational needs and/or disabilities and children who speak English as an additional language.
- Leaders value their staff team. The manager supports staff by being available in the nursery, through supervision and in staff meetings. Staff have opportunities to attend training to help them in their roles and extend their professional

development.

- Staff access training to extend their knowledge of how to support children's communication. For instance, recent communication and language training has helped them to develop their interactions with children. However, not all staff use a broad range of words consistently, or introduce new words enough during play, to fully support children's language development.
- Leaders and staff nurture a supportive partnership with parents. Parents say that they are happy with the nursery and know that their children enjoy their time there. They appreciate the information and support they receive from their child's key person.
- Children's health and well-being are given high priority. For example, leaders have implemented an initiative to support better oral health in children's daily routine, and staff help children to understand how to be healthy.
- Overall, staff plan a good range of learning opportunities that encourage children to play and explore. Staff ensure that indoor activities are well resourced and encourage children to investigate and learn. For example, children use their observation skills to investigate fruit and vegetables as they look with interest at the detail of celery and pineapple.
- Children benefit from opportunities for fresh air and exercise and to develop their physical skills. They use the outdoors space to run around, climb, use wheeled toys and explore the sand. However, staff do not plan the outdoor areas as well as possible so that the available resources outdoors fully promote children's engagement in learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff access a broad range of safeguarding training to help them safeguard children. They know about signs and symptoms of abuse and are clear about the procedures to follow if there is a concern about a child or a family. Staff understand wider safeguarding issues, for example radicalisation and child sexual exploitation. Robust processes for recruitment and induction, as well as regular checks of ongoing suitability, ensure that all staff are suitable to work with children. Leaders review their risk assessments and procedures for safety often. This helps to ensure that the space used by children is safe and secure.

What does the setting need to do to improve?

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

- develop staff's knowledge of early language development so that children hear a broader range of new and different words
- support staff to create and maintain an environment where the available resources outdoors promote a focus on engagement and learning.

Setting details

Unique reference number	2620902
Local authority	Telford & Wrekin
Inspection number	10265209
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 8
Total number of places	42
Number of children on roll	59
Name of registered person	Twiggy's Day Nursery Limited
Registered person unique reference number	RP537568
Telephone number	01952385459
Date of previous inspection	Not applicable

Information about this early years setting

Twiggys Day Nursery Ltd registered in 2020. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The nursery operates all year round, except for a week at Christmas. Sessions are available Monday to Friday from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with nursery leaders.
- The inspector spoke with parents and took account of their views.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The manager and the inspector completed a learning walk together.

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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