

# Inspection of Twinkle Stars Day Nursery

Adcorp House, Grassy Lane, Wolverhampton, West Midlands WV10 8PS

---

Inspection date: 30 January 2023

---

## **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

Good

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

### **The provision requires improvement**

Children are well cared for in this happy nursery. They make choices about what they would like to play with inside. Children receive warmth and comfort from the loving staff team, which helps them to feel safe. Children's personal care needs are well met. However, the key-person system is not well established to ensure that all children have an allocated key person who is there to meet their individual learning needs.

Children behave well and enjoy playing together. They paint at the easels and dress up in role-play costumes of their choice. Staff make train tracks with children and sit with them as they pretend to cook in the role-play kitchen. However, weaknesses in the curriculum and inconsistencies in staff practice hinder the progress that children can make. Staff do not make the best use of opportunities to teach children new skills and extend their learning.

Children benefit from a large purpose-built dining area to share mealtimes with their friends. They develop their independence. They learn to sit and eat, using appropriate cutlery to suit their stage of development. For example, babies use a spoon, and older children learn to use a knife and fork.

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

- Staff talk positively to the children and each other, which encourages children to behave well. Children know that staff are there to comfort them if they are upset. However, there is not an effective key-person system in place. This means that some children do not have a dedicated member of staff who is responsible for their learning and to exchange information with parents. Consequently, children's progress is limited because staff do not get to know their individual learning needs well enough.
- The manager is very supportive of the staff's well-being. She responds to their individual needs and makes adjustments to their working day where necessary. The manager spends time interacting with staff and children in each of the rooms. She encourages staff's professional development, for example by supporting apprenticeships. However, the manager does not yet evaluate staff's practice well enough to drive improvement. She does not provide staff with effective supervision, coaching and guidance to support them in their roles. Consequently, teaching is not good enough and children do not make good progress.
- The manager's curriculum is not ambitious enough to ensure that children are well prepared for the next stage in their learning and their move on to school. The manager and staff do not use their knowledge of children's development to plan challenging education programmes that reflect the learning needs of

individual children. For example, staff working with babies plan activities that build on children's previous interests. However, staff working with older children do not recognise opportunities where they can challenge children to extend their knowledge and skills.

- Parents compliment the support staff provide children who are toilet training and are confident that their children are well cared for. Staff complete a daily sheet for each child and share it with parents when they are collected. Staff offer individual settling-in sessions that support the differing needs of families. However, due to weaknesses in the key-person system, parents do not have an allocated staff member to enable in-depth discussions about their child's development.
- Children make their own decisions about the resources they want to play with. They are generally occupied and engaged in their play. Babies and young children enjoy joining in with stories and nursery rhymes with staff, and they sometimes sing along and join in with actions. This helps to support children's communication and language development through repetition of repeated words and phrases.
- Children learn about living healthy lifestyles. They wash their hands prior to eating each meal and benefit from healthy and varied meals. Lunchtime is a social occasion. Staff have their lunches with the children and talk with them as they eat. There is an abundance of fresh fruit available, and staff chat with children about healthy food and drinks. Parents share information about children's dietary needs and allergies. The nursery cook ensures that all dietary requirements are well met.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a secure understanding of her role and responsibility in safeguarding children. There are three appointed designated safeguarding leads in the nursery, who work together to keep everyone safe. The staff and the manager have a sound understanding of the signs and symptoms of abuse and how to report concerns. A robust recruitment process ensures that only suitable people are employed to work with children in the nursery. Nursery staff carry out appropriate risk assessments and ensure that regular maintenance checks of resources used by children are carried out.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
--	-----------------

implement an effective key-person system to ensure that every child's learning and care are tailored to meet their individual needs and to support parents in guiding their child's development at home	28/02/2023
improve the monitoring of staff practice and supervision to identify weaknesses and to improve the quality of teaching	28/02/2023
make better use of knowledge of children's current stage of development to plan a challenging curriculum and learning experiences that support all areas of development.	28/03/2023

## Setting details

<b>Unique reference number</b>	EY379607
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10263204
<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>	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>	38
<b>Name of registered person</b>	Twinkle Stars Day Nursery Partnership
<b>Registered person unique reference number</b>	RP528405
<b>Telephone number</b>	01902 737 378
<b>Date of previous inspection</b>	24 April 2017

## Information about this early years setting

Twinkle Stars Day Nursery registered 2008. It employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery is open from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ali Myers

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023