

Inspection of Twizzle Tops Day Nursery

The Green Centre, Wat Tyler Country Park, Pitsea Hall Lane, Pitsea, Basildon SS16
4UH

Inspection date: 8 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Babies are greeted warmly on arrival. They have their own comforters from home, which contributes to them feeling secure. Staff recognise when older children may need more reassurance and ask them if they want a cuddle. This gives them the option to decide how they want to be comforted. Babies are supported to feed themselves when ready. Staff respond to their achievements with smiles and encouragement. In turn, toddlers serve their own lunch. They confidently spoon food onto their plates. Older children competently cut up their own fruit at snack time. This shows the ways in which children progress as they advance through the nursery.

The youngest children practise their physical skills indoors and enjoy clambering over climbing equipment. While staff supervise closely, they stand back to enable babies to work out how to climb down by themselves. This helps foster their emerging problem-solving skills. All children spend time outdoors every day. They explore the many exciting opportunities on offer to them in the country park, where the nursery is based. Older children follow instructions and learn how to keep themselves safe. They walk carefully along the path and hold hands with another child until they reach their destination.

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

- The enthusiastic manager is very reflective. She has recently made significant changes to the organisation of the provision. Although overall, this has benefited the children, it has resulted in some minor weaknesses, particularly in the toddler room. Some staff are not yet fully equipped to know and understand the specific needs for this age group. In addition, staff have not yet successfully organised transitions and routines in the pre-school and toddler rooms. There are times when children sit and wait unnecessarily. Group times are not always age-appropriate or consistently used to effectively maximise children's enjoyment and learning.
- Staff are clear about what they want children to know and do before they move into the next room or go to school. Regular assessments enable staff to swiftly adapt their activities and interactions to help close gaps in children's learning.
- Staff build on children's communication skills at every opportunity. They respond animatedly to babies' babbles. This engages them and encourages babies to 'speak' more. Outdoors, staff point out things of interest, such as spider's webs and the frost on the ground. Not only does this spark conversation, it also helps ignite children's curiosity and helps them to appreciate the wonders of nature.
- Children enjoy their outdoor adventures. They eagerly fill bags with sticks and leaves. Staff introduce meaningful mathematics when they explain the bag is 'full' and 'heavy'. Later, children recall their experiences and sort the twigs by

size. They differentiate between those that are thick, thin, short and long. This enhances their knowledge of mathematical concepts and vocabulary.

- Committed one-to-one workers use their own life experiences to ensure that the setting is inclusive and benefits all children. For example, they teach British Sign Language and train staff on deaf awareness. In addition, they help develop policies that challenge the stigma and negativities around disabilities. The very knowledgeable special educational needs and disabilities coordinator (SENDCo) supports staff with practical tasks so that they can dedicate their time to ensuring children have the best experiences at nursery. As a result, children with special educational needs and/or disabilities (SEND) are exceptionally well supported and make excellent progress.
- Parents and children are effectively involved in evaluating the setting. For example, the nursery signed up to a national programme focusing on recycling and looking after the environment, after parents suggested including sustainability within the curriculum. A children's committee meets regularly to contribute their own ideas. Staff and parents are consulted on how additional funding can be used to best support individual children.
- Parents say they are surprised by what their children have learned at nursery. They comment that their children are more confident and love being outdoors. Events such as 'Grab and Go' breakfasts strengthen parent partnerships. The nursery works closely with other organisations based in the park, such as a horse sanctuary, to extend the children's range of interesting experiences.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is always the focus of supervisions and team meetings to keep it at the forefront of staff's practice. Robust recruitment processes contribute to staff suitability from the start. The manager shares her extensive safeguarding knowledge and experience with all staff. This helps them to be equipped and confident to identify and act on any indicators that a child may be at risk. Staff know what to do in the event of an allegation or concerns they may have about a colleague's behaviour. Children's attendances are recorded accurately and absences are monitored to quickly recognise patterns that may show a child's welfare is compromised.

What does the setting need to do to improve?

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

- continue to support staffs' professional development, in particular those who work with two-year-olds, to create consistently strong practice
- refine the organisation of routines, group times and transitions during the day to minimise waiting time and maximise children's learning opportunities.

Setting details

Unique reference number	2627966
Local authority	Essex
Inspection number	10276079
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	165
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 registered in 2021. It is located within Wat Tyler Country Park in Basildon, Essex. The nursery employs 34 members of childcare staff. Of these, one holds an appropriate childcare qualification at level 4, eleven at level 3 and nine at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Fiona Sapler

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 that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to several staff during the inspection. The SENDCo and individual support staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector accompanied staff and children on a walk in the park.
- The manager and the inspector carried out joint observations.
- Parents shared their views of the setting with the inspector.
- The manager shared key documentation with the inspector to demonstrate staff suitability.

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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