

Inspection of Twizzle Tops Day Nursery

8 Mercers Row, Cambridge CB5 8HY

Inspection date: 8 March 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 excited to explore and play in the homely nursery. Spaces are cosy and welcoming. Children have the freedom and space inside to play safely. They behave in an appropriate way and practitioners support them to learn how to share. They access a wide range of activities which promote positive learning opportunities. Children are focused and engaged. They are well supported by knowledgeable practitioners who introduce descriptive vocabulary to further enhance their learning. Children can identify which bin the rubbish goes in. They confidently say 'recycling' as they show the practitioner.

Children extend their own play and learning. For example, when playing with the play dough, they choose a doll and use the hands to make handprints in the play dough. One child states, 'That's a good idea' and imitates her, using another doll. They use their hands as tools to manipulate the dough, which strengthens their core muscles for later writing. Children make play dough 'pancakes' and take turns to flip them in the air. They talk together as they play in the relaxed environment. Children are keen to experiment and are encouraged to lead their learning, especially in the pre-school. They learn how to care for books, and signing and singing are encouraged. Children explore the work of famous artists and recreate paintings. They use different tools and techniques to capture freedom of creativity, for example 'drip and flick'. Children's artwork is displayed and valued. They are encouraged to tidy up after themselves and keep the learning space organised.

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

- Babies are cared for by nurturing practitioners who are kind and loving towards them. Practitioners know their key children well and can talk about their progress, development and next steps. The baby room space is calm and welcoming. Music plays gently and the scents around the room provide a fresh atmosphere. Babies and toddlers move around freely, making choices and having fun as they engage in games of peekaboo. Practitioners talk to babies calmly. They encourage eye contact and repetition of words.
- Toddlers are keen explorers and find lots of opportunities to explore. They are starting to negotiate with each other, and support from practitioners helps them to practise these skills. Toddlers are starting to show some independence. However, occasionally, practitioners miss opportunities to further support them in developing their independence in everyday routines, such as mealtimes. Toddlers are inquisitive and happy in their play. Practitioners talk to the children and take them on walks in small groups. Children visit local green spaces and go to the shops to buy ingredients for activities.
- The pre-school room captures a buzz of activity. Practitioners are skilful in extending learning and share their knowledge. For example, children engage in

an activity where they make their own 'raindrops'. They fill jars with water and add shaving foam for the clouds. Children use a pipette to add coloured raindrops. Children show focused attention and are excited to observe the changes to the water.

- Practitioners ensure that children all go for walks and outings in the local community daily, to allow for fresh air and discussions about the world. The recently built outdoor space is currently a work in progress. Practitioners have made a good start in deciding what equipment and resources will be used. Children can access some bats and balls, bicycles and mark-making equipment. However, the floor covering has not been considered to allow babies to explore the outdoor space more freely and extend opportunities for all children.
- The manager is passionate and strong in her leadership. Practitioners' well-being is a priority. They say that they feel supported and valued by the leaders. The manager is reflective and takes on board feedback from others. She liaises with other professionals and support is given to children who have additional needs. Children are prepared for the next stages of their education and supported to make a seamless transition through the good communication between settings.
- Parents are happy with the care and education their children receive. They speak highly of the practitioners and leaders. Parents are kept informed of children's progress and receive regular updates. They are warmly welcomed in the nursery and encouraged to get involved. Parents are positive about the activities and opportunities available to their children at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is of high priority at the nursery. Practitioners are extremely knowledgeable about what they need to do if they have a concern. There are clear and robust procedures in place to ensure that children and adults are safeguarded. Practitioners can recognise and talk confidently about potential signs of abuse. Training is completed regularly to ensure that all staff are kept up to date. The company has systems in place for safe recruitment and ensures that staff's suitability is checked vigorously. Children are kept safe in the environment and risks of potential harm are minimised. Accidents are recorded and communicated appropriately.

What does the setting need to do to improve?

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

- develop the outdoor space to enhance play opportunities and make it accessible for all children
- provide further opportunities for children to become independent during mealtimes.

Setting details

Unique reference number	2612846
Local authority	Cambridgeshire
Inspection number	10263595
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	1 to 4
Total number of places	66
Number of children on roll	83
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 2020. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed all areas of the nursery and discussed the safety and suitability of the premises.
- The manager and the inspector had a learning walk together and discussed the nursery's curriculum and what they want the children to learn.
- The inspector observed the interactions between practitioners and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.

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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