

Inspection of Twinnie Day Nursery Ltd

23a Greenwich High Road, London SE10 8JL

Inspection date: 14 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 pleasantly welcomed by their key person on arrival. They quickly settle and join in play. Staff build positive, warm and caring relationships with children. Children are very curious of other people entering their room. For example, babies stop to observe, while others smile in response to 'hello' and those who are toddling share their toys. This demonstrates that children feel safe and secure in their environment. Toddlers explore resources with determination. They concentrate as they play, such as dressing up as other professionals. Older children display great confidence when using the equipment in the garden. They competently ride bikes and happily call to their friends, giggling with delight. Staff offer an abundance of praise at children's success.

Children in the pre-school room show an interest in the resources available and share their excitement with staff. They are eager to create their own structure of houses, linked to a story they have recently read. Staff provide opportunities for children to re-enact their learning. For instance, children explore with force as they try to blow the houses they have built down. They talk about which is 'strong' and which is 'not strong'. Staff praise children for being kind and helpful. In the pre-school, children are prepared well for school. For example, staff listen and talk to children as they express their feelings. This helps children to understand why they might be feeling a certain way and how they can overcome their emotions. This promotes children's resilience from an early age.

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

- Staff gather information about each child when they start at the nursery. They carry out regular assessments of children to gain a better understanding of their development. Staff use this information to tailor experiences to help close gaps in children's development. Staff share this information with parents to support children's learning at home.
- The manager works closely with staff and other professionals to provide effective support for children who have been identified with additional needs and/or disabilities. The manager implements plans to ensure children are fully supported and make good progress in their development.
- Staff support younger children's learning well and build on their knowledge. Toddlers concentrate as they use sensory materials and make marks. Generally, staff talk to children about what they are doing, respond to their actions with words and repeat what they say to help support children's language. However, this is not consistently implemented while children play outside, which does not help to expand their communication skills consistently well.
- Overall, children's behaviour is good. Staff praise children for sharing and waiting their turn. Children are polite and respectful to their friends. However,

staff do not help younger children to understand what is going to happen next. For instance, change of routine. Some children become upset during these times and take a while to calm down.

- Parents speak highly of the care provided by staff. They comment that they feel reassured that their children settle so well into the nursery. They add that they value the positive relationships children develop with their key person. However, the manager has identified that communication with all parents can be further improved to help promote outcomes for children.
- Children's health and well-being is promoted very well. Staff ensure children are appropriately dressed for the weather, so they enjoy their time outside. They recognise the importance of allowing children to develop their physical skills. Staff take children out on walks along the creek where they can feed the ducks. They also visit local parks to give children opportunities to use apparatus they do not have at the nursery to enhance their skills. Children enjoy nutritional, home-cooked meals. Staff implement good allergy management procedures to ensure they effectively support children's dietary needs. The nursery environment is clean, and children are supported to understand good hygiene practice, such as handwashing.
- Staff benefit from supervision meetings to discuss their ongoing performance and how they are supporting the children in their care. Staff comment they have the opportunity to discuss their own well-being, which supports them to feel a valued member of the team.
- Staff prepare children well for transitions, including to school. They promote children's independence and confidence to support them in their next stage of learning. Children enjoy carrying out tasks throughout the day that enable them to make independent choices. For example, older children put their own coats and shoes on to go into the garden, and can also scrape their own plate after eating.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to keep children safe from harm. They understand and are able to recognise the possible signs and symptoms that a child's safety may be at risk. Staff are confident in their knowledge and know the correct procedure to follow to report their concerns about a child's welfare. All staff have a clear understanding of the role of the local authority designated officer and how to report any concerns about an adult in a position of trust. They have all attended training to ensure their knowledge remains up to date with safeguarding issues. The manager and staff have implemented robust risk assessments to ensure the environments and equipment are safe where children play.

What does the setting need to do to improve?

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

- use opportunities as they arise to extend children's vocabulary and language skills further, to help enhance their learning and development
- help children to understand what is going to happen next to support their emotional development further
- build on the good communication that is already in place to ensure that all parents understand and are kept fully informed to support outcomes for children.

Setting details

Unique reference number	2604475
Local authority	Greenwich
Inspection number	10251652
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	44
Number of children on roll	32
Name of registered person	Twinnie Day Nursery Ltd
Registered person unique reference number	RP908010
Telephone number	02070180087
Date of previous inspection	Not applicable

Information about this early years setting

Twinnie Day Nursery Ltd registered in 2020. It is located in Greenwich in the London borough of Greenwich. The nursery is open Monday to Friday, from 8am until 6pm, all year round. The nursery employs 11 staff. Of these, three hold a level 6 qualification, including the manager, who holds an early years teacher qualification, three staff members hold a level 3 qualification, one holds a level 2 and four are unqualified. The nursery is in receipt of funding for children aged two, three and four years.

Information about this inspection

Inspector
Marvet Gayle

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The manager spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- 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.

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