

Inspection of Twisters Juniors

Mister Twister, Unit 15e, Follingsby Close, Gateshead NE10 8YG

Inspection date: 19 April 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

There have been significant changes in the leadership and management of the nursery. The current management team has only been in post since January and while it has made many improvements to the nursery, it is aware that there are still weaknesses in the curriculum and assessment that need addressing. This sometimes leads to unrealistic expectations of what children can achieve. The managers' evaluations are accurate, and they have a clear vision of what they want to achieve. However, some aspects of leadership and management, such as supervision and training, are not yet sufficiently well developed.

Children are very happy in the nursery. They demonstrate this as they leave their parents happily and greet staff with a wave when they arrive. Children have a very good relationship with staff. Older children thoroughly enjoy building towers with staff. They laugh and giggle as they build towers and knock them down. Staff support them well, and in these situations, children concentrate well. Children behave well. For example, they respond quickly when staff remind them not to throw the balls in the ball pit. Children learn how to keep themselves safe. For example, they learn to use stairs safely and with control.

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

- Procedures for the supervision and professional development of staff are in their infancy. The manager has recently introduced supervision and provides coaching and support for the apprentice. However, this has not yet been rolled out to all staff. In addition, supervision for the manager is not yet in place. Staff have had fewer opportunities to access training. This means that not all staff receive the necessary coaching, training and support to ensure that their practice continues to improve.
- Staff have not yet thought about the order in which children develop their skills and knowledge in all areas of learning. In some areas, such as mathematics, children do not develop the skills that they need over time. For example, staff teach them number recognition before they have the necessary counting skills. This results in gaps in their knowledge and skills. However, the manager has identified this and has plans in place to address this weakness.
- Not all activities provide appropriate levels of challenge. Staff do not use information from observations enough when planning what children need to learn next. As a result, they do not always focus sufficiently on children's individual needs, for example, there is too much of a focus on teaching the colour names. In addition, some activities, such as threading, are too difficult for some children. This impacts on their engagement and levels of confidence.
- Staff miss opportunities to help children to develop their independence skills. Sometimes they do things for them that they could do themselves. For example,

staff do not consistently give children the opportunities to put their own shoes on after they have been in the soft play. Staff do not consistently help children to take responsibility for their own belongings, including hanging up their coats. This means children rely on adults to do things for them.

- Staff teach children how they can keep themselves healthy. For example, children learn to wash their hands before eating. They enjoy a range of healthy meals and snacks with plenty of fruit and vegetables. Staff ensure that children have plenty of opportunities for fresh air and exercise.
- Children make good progress in their physical development. Staff provide daily opportunities for them to be physically active when they arrive in the morning. For example, children thoroughly enjoy running, climbing and sliding in the soft play. They develop their physical skills further as they race each other and learn to kick footballs outside.
- Overall, staff promote children's communication and language effectively. For example, they adapt their language when they talk to children. For example, they use single words and everyday phrases when talking to children who find communication more difficult. This helps them to make good progress in this area.
- Staff have a good relationship with parents. They talk to parents about what children have been doing and share information about how they can help their children at home. Parents like the regular communication about what their children have been doing. They value the changes that the new manager has made to the methods of communication.

Safeguarding

The arrangements for safeguarding are effective.

Staff have thought carefully about how they can keep children safe. They check the area regularly and take effective action when they identify any potential risks. For example, they check the outdoor area for potential hazards before use. Entry into the nursery is secure and this helps to keep children safe. The manager and staff have a good awareness of how to keep children safe. They talk confidently about the signs and symptoms that may indicate that a child is suffering from abuse. They know the procedures to follow should they have a concern about children's welfare.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that there are appropriate plans in place for the supervision of all staff, which includes effective training and support to make sure practice continues to improve	26/05/2023
ensure that the curriculum is effectively designed and progressive so that children develop the knowledge and skills they need to build the foundations for their future learning	26/05/2023
use assessments to identify what children need to learn next and use this information to plan meaningful and challenging activities that support children's age and stage of development.	26/05/2023

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

- make better use of all opportunities to help children develop their independence skills.

Setting details

Unique reference number	2628540
Local authority	Gateshead
Inspection number	10281006
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 3
Total number of places	50
Number of children on roll	6
Name of registered person	Taylor, Samantha Jayne
Registered person unique reference number	RP546424
Telephone number	01914403068
Date of previous inspection	Not applicable

Information about this early years setting

Twisters Juniors registered in 2021 and is located in Gateshead. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 showed the inspector around the nursery and explained how she organises the provision.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- The provider evaluated an activity with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- Parents talked to the inspector and explained their experiences with the nursery and staff.
- The manager showed the inspector a range of documentation, including those relating to the suitability of staff.
- The inspector talked to the manager and provider about how they manage the nursery and keep children safe.

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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