

Inspection of Twinkle Twinkle Stars

11 Crown Way, LEAMINGTON SPA, Warwickshire CV32 7SF

Inspection date: 4 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are eager to attend this home-from-home, nurturing setting. They benefit from an individual approach to settling in. This helps all children to form meaningful relationships with staff, and they quickly begin to feel safe and secure. There is an effective key-person system in place, which contributes to children's sense of well-being.

Staff tend to the intimate care needs of their own key children, always asking the child first. Food is freshly prepared on site and staff consider all children's dietary requirements. Staff set rules to promote positive behaviour. This helps children to understand what is expected of them. Children show that they are eager to learn and play cooperatively with their friends.

Leaders have an ambitious vision for the care and education they deliver. They are in the process of embedding a curriculum which provides children with a wealth of opportunities to be curious. Children have access to well-thought-out learning environments, inside and out, which spark their interest. In the garden, staff actively encourage children to take their own risks, while also maintaining their safety. For example, children use the slide made from crates or the ladder to balance. Inside, children use painting sticks to make marks and use large wooden blocks and planks to construct. Children act out real-life experiences in well-equipped role-play areas.

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

- Communication and language development is a key focus at this setting. Staff read stories with enthusiasm, using tone and expression to engage the children. There are many opportunities to sing songs. Babies start to recognise pictures on wooden spoons which show the songs they enjoy. Older children confidently join in with action songs. Staff identify any concerns early, using a communication assessment tool. Their fast approach to providing support helps to close gaps in children's learning quickly and helps to build on children's vocabulary.
- Staff consider children's interests when planning learning experiences and plan for these in the moment. However, sometimes, staff place more emphasis on the activities on offer rather than on what they want children to learn. This means that experiences do not always provide enough challenge to build even further on what children know and can do.
- Children with special educational needs and/or disabilities receive appropriate support through monitoring, responsive staff and timely referrals. Staff inform parents of any concerns, and they work together to ensure the best outcomes for children.

- Staff demonstrate an understanding of children's life experiences. They add to their overall capabilities by offering events or trips outside the setting. For instance, they go to the pumpkin farm or feed local lambs. Children access weekly physical education sessions. This helps them to learn about the world around them.
- Staff know their key children extremely well and can talk about their current interests and stages of development. Robust transition activities between rooms ensure that information is shared with new key staff and continuity of care is maintained.
- Children form strong friendships with their peers and seek them out to share experiences. Children gather around the dough table and exchange ideas with excitement. Staff facilitate this and place emphasis on building relationships.
- Staff promote children's independence in all rooms. For example, toddlers wash their own faces after eating, and pre-school children put on their own shoes and clear their plates away. Babies are encouraged to climb on the small equipment by themselves.
- Children are taught to adopt a healthy lifestyle. They have nutritious snacks and meals, take part in regular physical exercise, drink water and learn about cleaning their teeth. Recently, a parent, who is a dentist, visited the setting to speak to the children about healthy teeth and provided some resources to support children's learning.
- Partnerships with parents are a strength at this setting. Parents comment very positively about communication, support from leaders and interactions between staff and their children. There are regular opportunities for parents to gather information about their children's learning. The setting provides additional guidance on specific topics to support families. Leaders are committed to taking in part in community projects to support their families.
- Leaders place staff's well-being in high regard. They provide staff with regular supervision sessions and training. However, professional development opportunities are not consistently focused on building on all staff's knowledge and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have secure knowledge of how to keep children safe. They know the signs and symptoms of abuse to be aware of and who to contact if they have a concern about a child. Leaders are proactive in keeping staff's knowledge up to date. There are clear procedures in place to ensure that children are safe in the environment and that staff consider risks. Recruitment processes are followed and staff receive thorough inductions, including safeguarding training. The setting has a secure entrance and stairgates on all children's rooms. Procedures are in place for the use of electronic devices and the sharing of photos of the children.

What does the setting need to do to improve?

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

- help all staff to consistently focus on what they want children to learn, to support every child to make the best possible progress
- focus supervision sessions and professional development opportunities on enhancing staff's knowledge of the curriculum and raising the quality of their teaching further.

Setting details

Unique reference number	EY463707
Local authority	Warwickshire
Inspection number	10295484
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	36
Number of children on roll	121
Name of registered person	Twinkle Twinkle Stars Nursery Limited
Registered person unique reference number	RP532679
Telephone number	01926 730124
Date of previous inspection	14 December 2017

Information about this early years setting

Twinkle Twinkle Stars registered in 2009. It employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications from level 2 to level 5. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Herbert

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The managers and the inspector had a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents 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.

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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