

# Inspection of Twizzle Tops Day Nursery

9 Cavendish Street, Ipswich, Suffolk IP3 8AX

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Inspection date: 11 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are supported well by caring staff who show genuine concern for them. Since the COVID-19 pandemic, parents hand their children over at the door. Staff welcome children into the setting and take time to share information with parents, helping to ensure that children's individual needs are met. Children develop close emotional attachments to staff. Staff respond positively when children need support, offering cuddles and reassurance. They are respectful to children. Staff are sensitive to how children are feeling and take time to acknowledge their emotions and help them make positive choices. Overall, children behave well.

Staff plan and provide a varied range of activities to support children's learning. Children enjoy the activities, which are rooted in the 'nature study' philosophy. Staff introduce new vocabulary and provide resources, such as mushrooms, for children to explore. Children work together as they make 'mushroom soup' and practise pouring the mixture from one container to another. Overall, children develop the key skills needed to be ready for school. Older children manage their own personal hygiene needs. They confidently use the 'tissue station' when their noses need wiping and dispose of the tissue appropriately. Children understand the importance of washing their hands to get rid of germs.

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

- The management team and staff demonstrate a strong commitment to the continuous improvement of the setting. They have made good progress since the last inspection to improve the quality of teaching and provide children with a good care and learning experience. They recognise that this is 'still a work in progress' and that more needs to be done to raise standards to the highest level.
- Staff know the children well. They are aware of where children are in their learning and what they need to do to promote children's continuing progress. However, their teaching is not always good enough to support children's play and learning effectively to the highest level. For example, older children wait around for extended periods when moving from one activity to the next. They become restless and disruptive.
- Children with special educational needs and/or disabilities (SEND) are supported well. Their individual needs are met. Staff help them to make the best possible progress that they are capable of.
- Staff plan interesting activities for the indoor environment to promote all areas of learning. However, they do not put the same consideration into planning for outdoors. This does not fully support those children who learn best when outdoors. For example, they do not routinely provide activities and resources to support children's literacy or numeracy skills outdoors.

- Overall, staff promote children's speech and language skills effectively, including children who speak English as an additional language. They engage children in conversation, sometimes challenge their thinking and mostly give them time to consider questions before answering. They respond positively to the gestures and babbles of babies.
- Children confidently choose what they want to play with and readily lead their own play. Staff invite children to take part in adult-led activities. Children enjoy making play dough with staff and tell them that their fingers are 'gooey'. Children play well together. They initiate interactions with each other and follow the consistent ground rules.
- Staff are committed to working together with parents. Parents spoken to during the inspection report that they are happy with the service provided. They feel well informed about their children's day and learning. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. The key person builds friendly and trusting relationships with children and parents.
- Staff are deployed effectively. They benefit from an effective programme of supervision that manages their performance and supports their professional development. Staff report that professional development opportunities are encouraged and supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have regular training opportunities to refresh and develop their child protection knowledge. They are aware of the indicators of abuse and know how to report concerns. The manager and staff understand their responsibilities to manage and report child protection concerns in a timely manner. They understand the need to support vulnerable families who may be at risk of harm from extreme behaviours and views. The manager demonstrates effective recruitment and selection procedures, to help ensure that those working with children are suitable for their role.

## **What does the setting need to do to improve?**

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

- develop staff's teaching skills to ensure that children receive consistently good-quality learning and development experiences
- focus more closely on supporting the early literacy and mathematical skills of children who prefer to learn in the outdoor environment.

## Setting details

<b>Unique reference number</b>	2589197
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10304745
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Partyman World (Lakeside) Limited
<b>Registered person unique reference number</b>	RP909076
<b>Telephone number</b>	07585324526
<b>Date of previous inspection</b>	12 December 2022

## Information about this early years setting

Twizzle Tops Day Nursery has been operating since 2020. It is open Monday to Friday, from 7am until 7pm. It is closed for bank holidays. There are 19 members of staff in total. Of these, 15 hold an appropriate early years qualification at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqui Mason

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and staff and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a tour of the setting to explain how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- A small number of parents shared their views of the setting with the inspector.
- Children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.

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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