

Inspection of Twinkle Tots Of Endon

Alder House, Station Road, Endon, Stoke On Trent, Staffordshire ST9 9DR

Inspection date:

22 September 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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children happily enter the nursery and separate from parents with ease. Lots of opportunities allow children to be independent and practise their developing skills. Children take their coats and shoes off and find their own pegs. A large variety of resources and activities is provided to capture children's thirst for learning, both indoors and outdoors in the well-resourced garden. Babies enjoy exploring and feeling different textures as they find hidden objects inside a tray of squishy foam. Staff support babies' emerging language skills. Babies try to pop bubbles that are blowing from a machine. Staff say 'pop, pop' and babies try to copy as they clap their hands in delight. Children who are settling in seek reassurance from staff who give cuddles and respond to their needs. This makes children feel safe and secure.

Toddlers enjoy making marks by using a water balloon inside a pair of tights. They dangle it inside trays of paint as they gently swing it and make splats of paint onto paper. Staff skilfully introduce early mathematical concepts as they talk about holding the tights high or low. Pre-school children enjoy mixing shaving foam and paint to roll their chosen toy vehicle through. Activities, such as squeezing the foam out of the can or using tweezers to pick up objects out of bowls, help to strengthen fingers ready for pencil control. Staff are good role models. They ensure that children are exposed to a wide range of new vocabulary. As children talk about different colours, staff give lots of praise when they recall the colour turquoise and try to say it correctly. This helps to build children's self-esteem and confidence.

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

- The provider, who is also the manager, has made significant improvements since the last inspection. Changes to staffing arrangements ensure ratio requirements are met. An effective key-person system ensures that all children's individual needs are consistently met.
- Regular observations of staff practice and meetings to identify professional development opportunities ensure that the quality of teaching is consistently good. Staff report high levels of morale since the changes and say they now work together well as a team.
- Children learn the importance of being healthy. They wash their hands regularly. A strong focus is placed on oral hygiene, and toddlers clean their teeth after their sleep in the afternoon. A newly fitted kitchen and full-time cook ensure that children benefit from freshly prepared hot meals.
- The curriculum is sequenced well. It is designed to continually build on what children know and can do. Children learn about the world around them. For example, whether animals live in the sea or on land. They look at laminated cards depicting people from different cultures and discuss similarities or differences between the pictures and themselves. Children learn to be respectful

to each other and take turns. Staff support them to listen when others are talking and share their ideas and experiences. Overall, children behave well.

- Children with special educational needs and/or disabilities are well supported. Staff complete regular assessments on all children and assess the progress they make. This means that any gaps in learning are swiftly identified, so early intervention and support can be put into place. Children make the best possible progress.
- Nursery routines help children understand what is going to happen next. For example, staff talk to children to tell them it is time to have their nappy changed or tell them it is time to tidy up in readiness for snack or lunch or sleep time. However, not all children are able to manage these changes as effectively as others. This impacts on their emotional security, and staff do not always consider this.
- Partnerships with parents overall is good. Parents say their children enjoy coming to the setting. Information about children's progress is shared with parents on collection and through an online application. The provider helps parents to support their children's learning at home. Recently, packs of shapes were supplied with scissors for children to practise their cutting skills at home. However, not all parents are as positive and have the same consistent experiences.
- A strong focus is placed on communication and language. All children are regularly screened to assess their skills by using a local authority initiative. Intensive one-to-one support is provided for those who struggle or may be behind. This ensures that any gaps are swiftly closed or early professional help and guidance are sought, if required.
- Staff know the children well. They gather information from parents about children's likes and dislikes and use this to plan activities in line with their interests. This helps children sustain long periods at their chosen activity, such as writing. Pre-school children learn to write their names independently. They enjoy learning about how things grow. Children plant their own seeds in the garden. When vegetables or fruit have grown, they use them in cooking activities.

Safeguarding

The arrangements for safeguarding are effective.

The provider and the staff are diligent in their duty to keep children safe from harm. Staff have access to training that helps them to recognise signs and symptoms that may indicate a child is at risk. They know the procedures to follow to report concerns about children in their care. The provider empowers staff to know that it is ok to report concerns directly to the statutory agencies responsible for child protection if they feel insufficient action has been taken. All staff possess lanyards that detail any contact numbers they may require. This ensures that all children are fully safeguarded.

What does the setting need to do to improve?

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

- review the organisation of nursery routines and how staff manage these to promote and support children's emotional security
- strengthen partnerships with parents to promote a positive and respectful culture.

Setting details

Unique reference number	EY419562
Local authority	Staffordshire
Inspection number	10300274
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 4
Total number of places	65
Number of children on roll	52
Name of registered person	Twinkle Tots Of Endon Ltd
Registered person unique reference number	RP902436
Telephone number	01782502257
Date of previous inspection	25 May 2023

Information about this early years setting

Twinkle Tots Of Endon registered in 2010. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications from level 2 to level 6. The nursery opens 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

Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a creative arts activity with the provider.
- Parents, carers and grandparents shared their views of the setting with the inspector. Written feedback was also viewed.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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