

Inspection of Twisty Tails Nursery Ltd

25 Sheaveshill Avenue, Colindale, London NW9 6SE

Inspection date: 28 November 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff are warm and build caring relationships with the children. Children separate easily from their parents on arrival and join in the activities provided. Children access a range of materials throughout the nursery. Young toddlers enjoy using wooden musical instruments, shaking and banging them together. Older children are curious in their play and develop an understanding of colours when mixing different paints together.

Overall, leaders want children to achieve well, and they design a broad curriculum. However, the quality of education is varied. For example, staff do not ensure that all children are engaged in meaningful learning as much as possible. There are also inconsistencies in how staff interact with children and help them to progress in their learning. This means that children's learning is not always maximised. This hinders the progress that they make.

Staff are positive role models for children. Children show kindness and concern towards one another. They know that they can turn to adults in the nursery if they need help or reassurance. This helps them to feel safe and happy.

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

- Leaders design a broad and ambitious curriculum and are clear about what they want children to learn. They work alongside staff. However, staff practice is not consistently evaluated, and support and coaching is not yet fully embedded to ensure that teaching is always of a high standard.
- Staff understand the importance of supporting children's communication and language development. Some staff converse with children well and support their language development through songs and stories. However, overall, the interactions that children receive are varied. For example, less-confident staff offer limited interactions during play and routines. This does not ensure consistent support to further children's understanding and speaking skills.
- Staff provide children with plenty of opportunities to develop their large-muscle skills. For example, children enjoy regular dancing sessions. They enjoy running and balancing while in the garden. Children join in with drawing and use tweezers to pick up small wool balls. They further strengthen their small muscles through kneading and rolling malleable materials, such as play dough.
- Children with special educational needs and/or disabilities are not always supported well enough by staff. At times, staff do not ensure that children are engaged in meaningful learning to achieve the best possible outcome. This leads to children becoming bored and disengaged in their learning.
- Staff provide children with activities to explore mathematics. For example, children count steps while going up and down the stairs. Staff introduce sorting

activities and help children to recognise and name various shapes. This prepares children for developing their early problem-solving skills.

- Staff prepare varied and nutritious snacks for children, and ensure that the cooked meals provided are well balanced. Staff teach children how to carry out some manageable tasks for themselves. For example, older children help to clear away their plates. This helps to extend children's independence and skills in preparation for school.
- Staff do not consistently follow good health and hygiene procedures. For example, staff do not help children who cough to understand the importance of covering their mouth. This does not support children's understanding of good health and hygiene routines.
- Staff comment that they enjoy working at the nursery. They feel supported by leaders and have meetings about any changes in the nursery. New staff receive a thorough induction programme. This helps them to understand the nursery's policies and keep children safe.
- Parents speak highly of the nursery and state that their children have formed positive relationships with staff. They comment that their children enjoy attending the nursery and are well cared for.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have received training in safeguarding and child protection. Staff have a suitable knowledge and understanding of the possible indicators of abuse and/or neglect, and know the procedures to follow if there are concerns about a child. Staff know the whistle-blowing procedures and how to report any concerns about adults working with children. Staff make effective use of risk assessment to provide children with a safe and secure environment. Staff help children to learn how to behave and keep themselves safe. All staff have been through a robust recruitment procedure to ensure that they are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
provide support and coaching to develop staff practice and raise the quality of education so that it is consistently of a high quality	28/01/2024

improve the interactions between adults and children across the staff team to help to deliver the curriculum, particularly for communication and language	28/01/2024
ensure that staff take prompt action to address all children's individual learning needs, especially children with special educational needs and/or disabilities, to help them to progress in their development and engage fully in their learning	28/01/2024
ensure that consistent good health and hygiene procedures are followed to prevent contamination and the spread of infection.	28/01/2024

Setting details

Unique reference number	EY417089
Local authority	Barnet
Inspection number	10320548
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	0 to 4
Total number of places	43
Number of children on roll	70
Name of registered person	Twisty Tails Nursery Limited
Registered person unique reference number	RP904178
Telephone number	0208 6170422
Date of previous inspection	12 April 2018

Information about this early years setting

Twisty Tails Nursery Ltd registered in 2010 and is located in the London Borough of Barnet. It operates from a converted semi-detached house and provides care for three separate age groups within the building. The nursery is open each weekday from 8am to 6pm, all year round. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff, including the manager, of whom nine staff hold childcare qualification ranging from levels 2 to 6.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together to discuss the curriculum and what they want children to learn.
- The manager and inspector completed a joint observation.
- The inspector spoke with parents and staff and took account of their views.
- The inspector observed staff interacting with children.
- The inspector looked at relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023