

Inspection of Twinkling Toddlers

280 Formans Road, Tyseley Community Centre, Tyseley, Birmingham B11 3BY

Inspection date: 10 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this nursery. Children happily enter and separate easily from their carers. Kind staff support children to put their belongings away. They encourage children to take their own coats off and praise children's efforts, helping to boost their self-confidence. When staff shake a tambourine, young children immediately understand they must stop and listen. Children eagerly help to tidy up and closely listen to instructions. They clearly know where things belong and are learning to take responsibility for their environment.

Staff gently implement the rules and boundaries of the nursery. For example, 'kind hands', 'good listening' and 'helping others'. Children help to pump the soap dispenser for their friends as they line up to wash their hands. They fondly greet each other with a hug as they arrive for the day. As a result, children are building important relationships with others. Leaders develop a rich and varied curriculum that builds on what children already know and can do. Staff provide children with a wide range of activities and resources that consistently motivate them to play and learn. All children, including those with special educational needs and/or disabilities, engage in activities for an extended period of time. This supports children to build good learning habits for their future.

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

- Leaders design a tailored settling-in programme that means all children's needs are catered for. For example, children can have as many sessions as they need and parents can stay with them if they want too. As a result, families feel well supported, and strong trusting relationships are formed early in the children's nursery journey.
- There is a strong focus on teaching children about equality and diversity. Staff passionately explain about different cultures and what makes each child unique. They learn about events from all around the world and share recipe ideas with parents to try meals from different countries. As a result, children are learning to value and respect each other's similarities and differences.
- Staff work well as a team and say they feel well supported in their roles. The manager completes regular observations of staff's teaching practice and provides constructive feedback. This helps to improve the overall quality of teaching.
- Staff get to know all children well. They regularly observe children to understand their levels of development. Staff are prompt to identify any delays in children's learning. The special educational needs and/or disabilities coordinator provides intervention for any child with gaps in their development. They work with external agencies to gain any extra support children may need. This means that all children are supported to make the progress that they are capable of.
- Staff make good use of songs, stories and rhymes to support children's

communication and language. Children learn about democracy and valuing the opinions of others as they vote on which book they would like to read next. However, sometimes staff speak quite quickly or repeat questions before children have had time to think. This can affect how well children hear and respond to what is asked of them.

- Support for children with English as an additional language is good. Staff get to know each child and their family background. They use this information to support children's communication in dual languages. Staff learn key words in several different languages to support the diverse community they serve. This means children have the opportunity to practise speaking in their home language and English.
- Staff are attentive to safety as they visit the nearby park. Children wear high-visibility jackets, and staff closely supervise as children climb the large frame. Staff extend experiences for children by bringing resources outside, for example, chalks for the children to practise writing on the floor with. Consequently, children benefit from rich and varied experiences that cover all areas of learning.
- Staff place a high priority on supporting children's good health. Children enjoy nutritious snacks and drink fresh water or milk. They have opportunities to be physically active and enjoy daily outdoor play. Children delight in dancing to the beat of drums. They laugh as they freeze when the music stops. As a result, children are improving their balance, coordination and overall strength.
- Parent partnership working is strong. Leaders are keen to bring families into the nursery. They plan parent workshops where parents and carers can join in with activities and share information. A recent road safety workshop was well attended, and parent feedback was extremely positive. Staff also share ideas on how parents can continue learning at home. For example, they provide books and guidance on reading. This helps to consolidate children's learning between home and nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve staff practice so that they speak slowly and clearly when questioning children to give them sufficient time to think and respond.

Setting details

Unique reference number	EY453851
Local authority	Birmingham
Inspection number	10301771
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	30
Number of children on roll	46
Name of registered person	Twinkling Toddlers Limited
Registered person unique reference number	RP531987
Telephone number	07581 345192
Date of previous inspection	26 January 2018

Information about this early years setting

Twinkling Toddlers registered in 2012 in Birmingham. The nursery employs seven members of childcare staff. Of these, the manager is qualified at level 6, four staff are qualified at level 3, one is qualified at level 2 and there is one apprentice. The nursery opens from Monday to Friday, during term time. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Rudge

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 inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector talked to staff at appropriate times 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 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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