

Twinkle Totz Day Nursery Ltd at Islip Manor Children's Centre

Inspection report for early years provision

Unique reference number

EY406026

Inspection date

07/06/2010

Inspector

Christine Bonnett

Setting address

Islip Manor Park, Eastcote Lane, Northolt, Middlesex, UB5 5RE

Telephone number

0208 8450231

Email

susandil13@hotmail.com

Type of setting

Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Twinkle Totz Day Nursery Ltd at Islip Manor Children's Centre is one of four nurseries run by Twinkle Totz Day Nursery Limited. It opened in 2010 and operates from within Islip Manor Children's Centre in Northolt, in the London borough of Ealing. A maximum of 60 children may attend the nursery at any one time. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 29 children aged from six months to under five years on roll, some in part-time places. Some places may be available for children aged up to eight years during school holidays. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. It supports children who speak English as an additional language.

Twinkle Totz Day Nursery is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The nursery employs seven staff, of whom six hold appropriate early years qualifications. This includes one staff member with Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their nursery day within a clean, safe and excellently resourced environment. They make good progress in their learning and development because staff have a thorough understanding of the requirements of the Early Years Foundation Stage and how to implement them effectively. The well-established partnerships with parents mean that children are valued and respected as unique individuals and have their needs met appropriately. The management team are totally committed to continuously reflecting upon the effectiveness of their practice to ensure the high standards are maintained and further improvements made for the benefit of the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide equipment to enable children to develop the necessary skills to operate information and communication technology equipment and to begin to understand its purpose and function
- promote children's independence at snack time by enabling them to help prepare and serve the food.

The effectiveness of leadership and management of the early years provision

Safeguarding children has high priority within the nursery. The management team has a thorough understanding of the indicators of child abuse and the procedure to follow to report concerns. In addition, the provider is aware of her duty to pass on any concerns to the Independent Safeguarding Authority about the suitability of existing staff, or job applicants, to work with children. All the records and documents required for the safe and efficient management of the nursery and to meet all the children's needs, are maintained. Risk assessments are conducted on the premises and for outings to identify and minimise potential hazards to children.

The management team is fully committed to the continuous improvement of the nursery and have devised development and action plans to identify the improvements they wish to make and how they will be achieved. Their high expectations are communicated effectively to staff, who are also able to contribute their own ideas for future development. Consequently, staff are motivated and share management's enthusiasm to build upon their existing good practice to enhance outcomes for children. Staff monitoring and appraisals effectively identify their skills and interests, as well as their training needs. Management harness the staff's particular interests to good effect to develop areas of the provision. For example, a staff member is taking the lead to extend the use of the garden by obtaining additional resources to provide the children with an even more exciting learning environment. The management team welcomes feedback about the work of the nursery from parents. A comments book is available and questionnaires are issued regularly to gauge their views. Furthermore, a system is being devised to obtain the views of the children so that they can be considered as part of the self-evaluation process.

The nursery provides an inclusive service for all children. Each child is valued as a unique individual and staff are committed to ensuring their individual needs are met effectively. This good practice is underpinned through establishing highly effective partnerships with parents and carers. Before a child starts to attend the nursery, staff members visit their home. This enables staff to introduce themselves to children in their familiar and relaxed environment. It also offers the opportunity for parents to share as much information as possible about their child and their routine to enable consistent and appropriate care to be provided by the nursery to aid a smooth transition. Staff take a photograph of the child and their family during the visit to display at the nursery. This enables children to see themselves in familiar surroundings when they start to attend. Books are completed daily to exchange all relevant information between home and nursery for continuity of care and parents are able to discuss their child with the key person at any time. Parents are also invited to come to the nursery to share any particular skills or knowledge they have with all the children, such as the work of the fire service. This is used to support their understanding of the world around them. A wealth of useful information is displayed on the parents' notice board and newsletters are produced regularly to keep parents informed of topical issues. Parents' comments gathered at inspection indicate that they are pleased with the work of the nursery. They consider that information about their child is communicated to them effectively.

The management team recognise the importance of working with other settings delivering the Early Years Foundation Stage that the children may also attend, to offer coherence and consistency in their learning. Staff offer good support to children who have English as an additional language by working with the parents to learn key words and phrases in their first language to help the child settle.

The nursery is located within a new, purpose-built Children's Centre; consequently, it is highly conducive to children's learning. It is also managed efficiently and carefully looked after to contribute towards sustainability. The light, open-plan environment provides ample play space for children to fully explore the play materials unhindered. Furniture and equipment is appropriately located to provide a safe and comfortable area for the use of the youngest children. This is also a designated 'no shoe' area, which means that non-mobile babies can lay and play on the carpets with no obvious risk to their health. All the furniture, play equipment and resources are of high quality and suitable for the ages of the children to support their learning and development. The rich variety of play equipment is well deployed by staff to create exciting, stimulating activities and experiences for all the children to enjoy. For example, staff recognise the value of including natural materials for the children to touch and smell, such as wood, shells and sponges. The highly effective deployment of staff, both indoors and out, enables them to monitor the children's safety and to interact purposefully with them to extend and develop their play. Children's independence is promoted, as they are able to access resources of their choice from open fronted shelves. Consequently, children make good progress in their individual learning journey and clearly thrive because of the environment they are in and the proficient work of the staff.

The quality and standards of the early years provision and outcomes for children

The management team and staff have developed effective systems of observing the children as they play and assessing their stage of development in each of the six areas of learning and against the themes of the Early Years Foundation Stage. They then identify the next step in the child's learning journey and how to incorporate it into the play plans. This ensures that each child receives enjoyable and challenging learning experiences that are tailored to meet their individual needs. Each child has a book containing all the information gained from the parents during the home visit, their observations and examples of their work, such as paintings. In time, these will clearly demonstrate the progress each child makes towards the early learning goals. Recently, several children have shown an interest learning about how we send and receive letters and what happens at the post office. Because of this, staff have adapted the role-play area into a post office equipped with forms, stamps and other associated resources. An outing to the local post office is also planned to enable children to observe where the letters they post go to and how they are delivered. Providing these experiences helps children learn about the world around them. They also begin to understand about diversity within society. They have access to resources that reflect positive images of people who are different from themselves. They also acknowledge a range of world faith festivals, for example, through associated art and craft activities.

Children enjoy their play and become active learners as they show interest in the play materials and a keenness to engage with them. They begin to develop important skills for the future. The well-resourced book corner promotes their enjoyment of books and listening to stories. Children show great excitement and pleasure as they anticipate what happens next in familiar stories, such as 'The Gingerbread Man'. The use of labels and captions in a variety of fonts enable children to understand that print carries meaning. The readily available range of mark-making materials supports children to develop pre-writing skills. Numeracy is included routinely to support children's reasoning and problem solving skills. Although children have access to some programmable toys and equipment, such as calculators and a computer keyboard, a working computer terminal or laptop is currently not available. Consequently, children are not able to fully develop the coordination necessary to operate simple programs, or to be able to learn the purposes and functions of information and communication technology. The layout of the nursery allows children to choose to play indoors or in the garden. Staff set out a wide variety activities in the garden for them to enjoy. This includes a well-maintained rail of dressing-up outfits and a playhouse. Children also have fun creating sounds with the musical instruments.

Children are encouraged to adopt healthy lifestyles. They have routine opportunities for physical exercise in the secure garden. They enjoy riding bikes and balancing on obstacle courses. Children are beginning to understand the importance of washing their hands at appropriate times to prevent the risk of cross infection. The well-equipped and clean cloakroom supports them in this effectively. The parents currently provide packed lunches for their children. However, the nursery supplies fresh fruit, milk and water as snacks. Staff are aware of children's individual dietary requirements. Children's independence is not sufficiently promoted at snack time, as the children do not have the opportunity to help prepare the fruit and talk about what they are doing, because staff prepare it themselves in the kitchen.

Children begin to learn how to keep themselves safe as they participate in emergency evacuation drills from the premises. 'Traffic Club' materials are used to help teach them how to cross roads safely. Staff also teach children how to use potentially dangerous equipment, such as scissors, without endangering themselves or others. Staff look after the children with care and kindness. Positive and age appropriate strategies are used to manage any unwanted behaviour. This helps children to develop confidence, as they know what is expected of them and begin to feel secure. The staff nurture young babies warmly. They hold them in their arms for bottle feeds and give plenty of eye contact as they cuddle them. This helps the baby to relax and feel safe as they know that they are important to and valued by, their carer.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met