

Twinkle Toes Nursery

Inspection report for early years provision

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04/01/2011

Inspector

Cilla Mullane

Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Twinkle Toes Nursery opened in 2009, and operates from a purpose built building within the grounds of a secondary school. It is situated in the town of Faversham, Kent. All children share access to a secure enclosed outdoor play area. The building is accessible, with a toilet for disabled people. The nursery is open each weekday from 7.30am to 6.00pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register, and may care for no more than 33 children in the early years age group; of these, not more than 9 may be under two years at any one time. There are currently 60 children in the early years age range on roll. The nursery supports a number of children with special educational needs and/or disabilities, and a number of children who use English as an additional language.

There are 15 staff, including the two managers, and a cook. Of these, 13 members of staff hold appropriate early years qualifications to level two or three, and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress towards the early learning goals from their individual starting points, because staff use their observations of children's interests and achievements well, to tailor planning to their needs. Children benefit from mostly good quality activities and play experiences across all areas of learning. Babies and young children feel safe, and are secure in the welcoming, well planned environment. Partnerships with parents are generally effective in ensuring that information is shared and care is consistent. Good leadership and management ensure that the staff group are knowledgeable and skilled, and all requirements are met to a good standard. Staff take pride in their work, and effectively monitor children's progress and evaluate the provision, which enables them to make constant changes and improvements, resulting in a significant effect on outcomes for children.

What steps need to be taken to improve provision further?

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

- encourage children to develop their independence and self help skills by providing opportunities for them to learn about the safe use of tools such as knives
- increase the two-way flow of information with parents to promote a shared understanding of children's individual needs, and involve parents in practical

- ways to support their child's learning and development
- provide outings into the local community to promote children's knowledge and understanding of the world around them

The effectiveness of leadership and management of the early years provision

The nursery is very well led and managed. Robust procedures for the collection of children are in place, and daily risk assessments keep the premises safe. Staff are knowledgeable about safeguarding procedures, and useful information is on file to which they can refer in order to protect children. All staff have Criminal Record Bureau checks, the records of which are kept according to requirements.

Managers include staff in decision making and self evaluation, and give them time to maintain children's records. As a result, records are up to date, and staff are able to make the most of the time spent working with the children. All staff take pride in their work, and have compiled a folder with examples of children taking part in relevant and meaningful activities, such as looking at snow and discussing how it feels, and what happens as it melts.

The setting has good systems in place to monitor and evaluate practice, leading to continuous development and improvement. Regular attendance of training courses, such as 'Letters and Sounds', and 'Getting It Right For Babies' ensures that staff gain knowledge to improve their practice. Staff use their clear records of children's achievements to monitor their progress, and this enables them to offer extra support when necessary. The nursery maintains a 'setting development plan', and as a result ensures that improvement and development are ongoing, and benefit the children. For example, they now have a toilet for disabled people. Furthermore, a training plan ensures that staff maintain and improve on their skills. For example, there are plans to update safeguarding training. Managers show a very good awareness of areas where development will improve outcomes for children.

The environment is thoughtfully set out, with a welcoming self contained baby room. The main room has distinct areas, for example for creative activities and reading, and resources are mostly accessible to children, so they can initiate their own activities. The outside area is also well resourced, and children enjoy free flow for much of the time. Staff are in the process of creating an outside classroom to improve the availability of indoor activities in the fresh air. Resources reflect the wider world and different types of people, such as small figures in wheelchairs. However, outings into the local community, for example to the shops, are infrequent.

Relationships with parents are very positive. They enter the setting confidently to chat with staff about their children's welfare. Their involvement in events such as sports day and Santa's Grotto is welcomed. Their views are sought and acted upon. For example, the menu has been improved as a result of their comments. Parents are welcome to share their expertise; they visit to cook with the children, and to conduct simple scientific experiments. Parents are reassured when they phone to check if their children have settled, as staff give a detailed account

regarding their wellbeing and enjoyment of activities. Staff are considering ways to increase opportunities for parents to extend and support children's learning at home. Children who have special educational needs and/or disabilities receive consistent care, because staff work closely with other professionals and parents to meet their individual needs.

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

Children very much enjoy learning through play, and make good progress towards the early learning goals. Staff use observations to good effect to plan enjoyable learning experiences tailored to individual children's needs. Children's personal, social and emotional development is well promoted. They act independently choose various activities. They take turns in their play, for example, during a shopping list matching game. Their self esteem is good as staff value their contributions enthusiastically. They count as they play, saying 'me got three bits left!' during a game. They think about size and weight, carefully tipping sand from one container into another. They enjoy stories, sitting closely with adults and asking for 'one more!' Children recognise their names, for example, on their placemats at lunchtime.

Children feel very safe within the nursery. When children are new, or feel unsure, staff give them one to one attention, sitting them on their lap. They trust the adults; for example, children ask a member of staff to look after their card for a shopping list game while they fetch a tissue. Children learn in a meaningful way about keeping themselves safe on the roads. During road safety week they go out to use a zebra crossing, looking and listening for cars. Photograph books on the children's pegs show images of their families and life at the setting, and these are used effectively to help children settle. Key persons are allocated according to whichever adult a child bonds with. Children point at pictures of their key persons, saying their names excitedly, showing they have strong bonds with adults. Babies show that they feel safe by making eye contact with adults, and pointing at what they want. They explore with a familiar adult nearby, and are content to be held as they wake from sleep.

Children enjoy healthy and nutritious meals that they expertly serve themselves, commenting that 'the chicken is really yummy!' A fruit tasting activity is used to introduce other countries and talk about shapes, such as the shape of a star fruit. However, there are insufficient opportunities for children to learn how to use knives and other tools safely, such as when cutting up their own fruit. Children attend to their own personal hygiene, for example getting a tissue and placing in the bin after use, without adult prompting.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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
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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

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Annex B: the Childcare Register

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

Met