

# Twinkletotz Day Nursery Ltd

Inspection report for early years provision

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EY424025

**Inspection date**

11/07/2011

**Inspector**

Jenna Hamilton - Heward

**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

Twinkletotz Day Nursery Ltd is one of four provisions run by Twinkletotz Day Nursery Limited. It opened in 2005 and operates from one large room and one small room within St. George's Community Centre, Southall, in the London borough of Ealing. A maximum of 52 children may attend the nursery at any one time. It is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. There are currently 26 children aged from two years to under five years on roll. The nursery provides free early education for children aged three and four years. The nursery provides a service for the local community. The nursery supports children with special educational needs /and or disabilities and children who learn English as an additional language. The nursery employs five members of staff. Of these, four hold appropriate early years qualifications. The nursery receives support from the local authority advisory teacher and the area special educational needs co-ordinator. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy learning due to the well-fostered support they receive from the committed team of staff. They flourish as they develop positive attitudes towards learning and make good progress in their development overall. A strong commitment to promoting equality and diversity enables all children to develop extremely high levels of self-esteem, and care and respect of others. Staff are generally confident about what the nursery needs to improve further and are successful in making and sustaining improvements, demonstrating a strong capacity to continue this. Effective partnerships are established with parents and other professionals to ensure children are further supported.

## What steps need to be taken to improve provision further?

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

- extend further opportunities for children to achieve and enjoy more in counting, calculation and problem solving through 'everyday' situations, and provide a 'number rich' environment
- review the self-evaluation process to reassess the indoor environment and provide a more appropriate place for children to rest.

## **The effectiveness of leadership and management of the early years provision**

The nursery is well organised with the required documentation maintained to promote children's safety and welfare. Staff have effective policies and procedures in place, which include detailed recruitment and vetting arrangements to check staff's suitability to work with children. Effective security measures are in place and are followed by staff to ensure that children are protected at all times. Risk assessments and on-going checks are carried out so children can play freely and safely. On-going training helps to ensure staff are clear of their roles and responsibilities and supports their continual development. Children are safeguarded as staff have a secure understanding of child protection issues. Staff who know the children well help children feel comfortable, settled and secure.

Good emphasis is given to fostering children's respect for differences. Staff actively promote inclusion, acknowledging and valuing children's differences. They take these into account when planning, in order to meet children's individual needs effectively. Effective partnerships with outside professionals provide additional support to children with special educational needs and/or disabilities.

The nursery is well equipped with a wide range of good quality resources, which are used imaginatively to support children's learning and development. Staff are deployed well to support children's play, such as helping them with dressing up clothes when needed. Regular, but fluid, routines give children security and help them predict what will happen next.

The owner and manager provide good leadership to the staff team. They actively encourage staff to pursue their professional development and share ideas gained from training. This helps staff be enthusiastic and keen to improve the nursery. Staff are open-minded about trying new ideas, which benefits the children. They act on advice from outside professionals, such as advisory teachers, in order to improve outcomes for children. Clear strategies for self-evaluation identify most weaknesses in the provision effectively. Parents' views are taken into account together with those of the children through the 'children's committee', which help drive progress. The partnership with parents is positive and supports children's care and development well. Parents have regular communication with nursery staff and contribute to children's assessment.

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

Children are cared for in a welcoming and child-centred environment. They safely access a suitable range of toys and equipment from low-level shelves and from floor level, which supports their progress as independent learners. The children make good progress in all areas of their learning and development, given their starting points and abilities. This is because practitioners have effective understanding of the Early Years Foundation Stage. The key person system is working effectively, so children settle in well in their new surroundings.

Practitioners complete regular observations and use the information gained to plan the next steps in children's learning, so learning is progressive.

The nursery is well equipped with play materials to meet the needs of all children. Cosy areas with comfortable cushions provide a very inviting environment for them and places where they may be quieter, if they wish. Not all are well-positioned, however, owing to proximity to an area for more noisy physical activity, although, overall, the environment is well-planned. Choosing toys for themselves helps them to become active learners. The children show plenty of curiosity when exploring different textures using their senses. In water play, the children have fun experimenting with quantities and measure as they fill and empty different sized containers. Developing skills on the computer supports their awareness of technology, and their creativity is fostered through a range of media, such as paint. They build up a repertoire of rhymes, including some reflecting the home languages of children attending, so helping children to value diversity. Dressing up and pretend play stimulates their imaginations. Outdoors, they love to water plants and hide in their 'adventures' tent. Enjoyable walks in the local area further enrich the children's knowledge and understanding of the world.

Action rhymes provide worthwhile opportunities to support their awareness of number, and they learn about colour, shape and size in creative activities.

Counting, calculation and problem solving, however, is not consistently encouraged in practical situations; and the environment is not rich in numerals. Therefore, their mathematical potential is not fully exploited, although, overall, they still gain useful skills for their future lives.

Each child's key person is successfully linking observations to the early learning goals, to identify and plan for their next steps in achieving. Every child has a learning journal where information is recorded and a personalised scrap book where they keep their photos and art work.

The children develop good personal hygiene and develop self-help skills. They wipe their faces, put nose tissues in a bin and all children wash their hands at appropriate times. Eating freshly prepared fruit at snack time and a health pack lunch everyday, nurtures their interest in healthy eating. Children make their own decisions about when to play outside and have ready access to a sheltered outdoor area. The consistent expectations of staff and the clear boundaries set mean that children learn to behave well and to share. They learn to keep themselves safe well as they use tools correctly, for example, using scissors carefully. They learn to walk indoors to keep themselves safe.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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