

Twinkletotz Day Nursery Ltd

Inspection report for early years provision

Unique reference number

EY424030

Inspection date

19/01/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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 and it opened in 2011. The nursery and after school club operate from Brookside Community Centre in Hayes in the London borough of Hillingdon. The nursery has use of four play rooms, two further rooms and there is access to a secure outdoor play area. It operates from 8.00am to 6.00pm each weekday for 51 weeks a year. The after school club sessions run from 3.00pm to 6.00pm during term time only.

The nursery is registered for up to a maximum of 56 children aged under eight years at any one time. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to learn English as an additional language. It is in receipt of funding for the provision of free early education to children aged two to four years.

The setting employs six full-time staff and of these, five staff hold appropriate early years qualifications. 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 outstanding.

All children make significant progress because staff have extremely high expectations and meet each child's unique needs exceptionally well. Overall, planning, observation and assessment is key strength of the nursery. Excellent relationships are established with parents and others to fully promote children's individual needs. The setting's self-evaluation system is highly effective in monitoring continual improvement for children and their families. The highly driven staff have the capacity to maintain this excellent service provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- keeping an account of information from parents to fully involve them in their children's next steps for learning.

The effectiveness of leadership and management of the early years provision

Stringent safeguarding, and health and safety procedures are in place, with daily checks to enable equipment and resources are safe for children to use. Risk assessments are undertaken thoroughly for all areas of the nursery and outings. The outstanding leadership and management is a key factor in the nursery's success along with the rigorous recruitment of a highly effective and confident staff team. Criminal Records Bureau checks are in place for all staff to support their suitability to work with children. All visitors to the nursery are required to sign in and out using the visitors' book; maintaining an accurate record of everyone coming into contact with the children. All record keeping is of a high standard and underpins children's excellent health, safety and welfare.

The nursery has gone from strength to strength. Staff have a very accurate view of the nursery and demonstrate a real desire for further improvement. Questionnaires are given to parents and children to obtain their views of the nursery and activities. In discussions with children, they state their favourite activities are the construction toys, dolls and dinosaurs. All staff are encouraged to further their own professional development and, in doing so, seek to improve the quality of the service for all children.

Anti-discriminatory practice is embedded very securely throughout the nursery. The nursery provides a very good service for children who are learning English as an additional language, and for those with special educational needs and/or disabilities. Staff are quick to identify any concerns in relation to children's learning and development. As the need arises, they work extremely well with parents and other professionals to support them in the setting. Excellent links are established with other pre-school settings and local schools. Staff complete Foundation Stage Profiles and meet with teachers to enable a smooth transition for the children.

Partnerships with parents and others are exemplary. The value of children's 'Learning Journeys' to monitor progress and involve parents in their children's education is a key strength. Parents are consulted when planning the next steps for their children's learning, although this is not recorded for future reference. Parents and extended family members are highly involved in the setting. For example, fathers come in to the setting to play football with the children and extended family members join in a multi-cultural fashion show for a fundraising event. In discussions with parents during the inspection, they speak very highly of the staff and are extremely happy with the progress in their children's learning and development, and they would highly recommend the nursery to others.

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

Children have an extremely good understanding of healthy and safe lifestyles. They put this into practice at snack times when they discuss why vitamins are

good for you, for instance, 'calcium makes you strong'. The qualified cook prepares food on site and follows all of the necessary food hygiene routines. Excellent hygiene routines are promoted, for example, babies' bed linen is stored individually and all children wash their hands during the routine of the day. Secure systems and comprehensive record keeping is in place for accidents and medication administration.

Children are extremely safe and secure in the nursery; they feel confident to explore, ask questions and work independently. In addition, they learn about road safety through make-believe play, and when out and about in the community. Everyday children thoroughly enjoy outdoor play experiences. Children giggle and laugh as they chase bubbles around the garden. They are challenged as they climb, balance, crawl and slide on apparatus. Children's behaviour is exemplary. They learn to share, take turns and form happy friendships. They show care and kindness towards each other.

Staff place an equally strong emphasis on helping children to achieve as providing for their health and welfare. Home visits enable children to get to know the staff in their own environment. Furthermore, information is shared about children's stage of development to plan the next steps for children's learning. Children thoroughly enjoy coming to nursery and they take part in all the activities with great enthusiasm. A key strength of the nursery provision is the way that all children's learning is assessed. Very effective learning takes place from babies to pre-school children because staff know and track the progress of each child meticulously. Staff plan a purposeful environment to enable children to learn through play. Highly effective teaching impacts exceptionally well on the children's learning.

The staff in the baby room create a very warm, welcoming and homely environment in which babies are nurtured and having fun. They spend time exploring through using their senses, for instance, they love feeling the mousse, pasta and water. Babies are developing their skills as they post shapes, stack rings and push buttons to make toys pop up. They enjoy bobbing up and down to music. Babies happily explore all the toys and activities provided for them. They are reassured by the photos of their family displayed at their level and they often pat them during the day. A wonderful cosy corner, which is covered in fabric, entices babies to crawl in and look at the books. Older children also enjoy looking at, and talking about, the photographs of their extended families. Outstanding links between baby and pre-school rooms give additional security to children and their parents.

Children develop excellent skills for the future. They explore rhyming words, show a keen interest in books and listen attentively to stories. Children develop very good early-writing skills, for example, as they make patterns with fingers in paint and sand. They make excellent progress in their drawings adding details such as eye brows to faces. Children increase their problem-solving skills as they match socks on the washing line and sort natural materials, such as acorns, conkers and pine cones. With growing confidence, the children spend time using a wide range of information and communication technology resources, including the computer and programmable toys. Children have excellent opportunities to celebrate a wide range of festivals, for instance, Chinese New year when they ate noodles and

made dragons. Much is done to help children to learn about those less fortunate than themselves by joining in fund raising events. Children become independent and confident learners, well prepared for the next stage in their education.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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