

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

Islip Manor Childrens Centre, Eastcote Lane, NORTHOLT, Middlesex, UB5 5RG

Inspection date	21/03/2013
Previous inspection date	07/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There is a variety of stimulating well-organised activities to support all areas of children's learning.
- The key person system is effective. This helps children form secure attachments, which enables them to feel safe and promotes their well-being.
- Partnership with parents and other agencies is successful and as a result children's individual needs are well supported.
- There are effective systems in place for monitoring staff practice and the educational programme, which helps identify ongoing areas for development.

It is not yet outstanding because

- staff do not consistently enable children to use mathematical language and identify shape during the daily activities. This reduces opportunities for children to develop their early mathematical skills.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed interaction between staff and children.
- The inspector spoke to parents to gain their views on the service provided.
- A range of documentation was sampled.
- The inspector undertook an observation of staff practice with the manager of the nursery.

Inspector

Maria Conroy

Full Report

Information about 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 places are offered for children at any one time. The nursery 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 94 children in the early years age range on roll. 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 and those with special educational needs and/or disabilities. Twinkle Totz Day Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs twenty two staff. Of these, 18 hold a recognised qualification. This includes one staff member who has Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the opportunities to give children a reason to identify shape and to use mathematical language in everyday situations.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a robust understanding of how children learn and as a result they plan a stimulating range of activities to promote all seven areas of learning. Staff undertake observations and assessments on their key children, for whom they take special responsibility. They use this information effectively to plan individual activities for the children, including those with special educational needs and children learning English as an additional language. Information is shared with parents who are supported in understanding how their children learn when they come to nursery. Staff also involve them in promoting their children's learning at home, which helps to provide the children with continuity in their learning.

Staff plan and provide a good range of experiences for the children across all areas of learning. Consequently, children of all ages and abilities make good progress in their learning in relation to their starting points. Staff interact positively with children and enjoy singing songs using a variety of props to help them understand the meaning of the words. They encourage older children to think for themselves by asking open-ended questions

during their circle time. These experiences help children to develop good communication and language abilities. Staff enable children to become independent. They put on their own coats and take pride when they do so, telling adults 'look at me, I can do a flip', as they pull their coats over their heads. As a result, they demonstrate good personal, social and emotional skills. Staff encourage children to engage in activities to promote their mathematical concepts during planned activities. However, there are fewer opportunities for children to identify shapes and use mathematical language at other times. For example, staff do not consistently encourage them to name shapes or identify whether they have more or less counters than other children in a turn-taking game. Children climb, balance and use a variety of tools, all of which promote their physical development well.

Children are motivated and keen learners who explore and investigate the exciting activities. For example, babies can feel the different textures of materials in the treasure basket. Older children love to listen to music and enjoy dancing with their friends. They concentrate as they cut up real fruit and vegetables in the home corner and they write their names in glitter, using a brush. Children's progress in all areas of learning ensures they have the necessary skills for their next steps in their learning.

The contribution of the early years provision to the well-being of children

Children feel secure due to the effective key person arrangements in place. They are learning to stay safe as they learning how to use different tools under supervision, such as when they cut vegetables and fruit in the home corner. Children are learning to follow simple safety procedures, for example, when they have meals, they sit in low chairs with straps on; they walk when they play inside and they learn road safety awareness when they go on local outings.

Children learn how to take turns and share; for example when they play games such as 'What's in the box?' Staff are positive role models, they use lots of praise such as 'good sitting' and they speak to children affectionately. Staff know children very well and respond to their individual needs effectively. Children's work is valued and there are effective displays throughout the nursery helping to promote their confidence and self esteem. Children gain independence skills choosing from the wide range of resources and activities available. They help themselves to lunch and step up the changing mat to have their nappy change. A well resourced attractive environment with good quality toys both indoors and outdoors support all areas of children's development. The nursery has effective systems in place to prepare children for the move to school or nursery.

The staff provide children with healthy meals and snacks; they enjoy fresh fruit and bread sticks and a range of healthy meals. Children have regularly opportunities to play outdoors. They balance on beams, ride bikes, play 'What's the time Mr Wolf', which supports their physical development. There are effective systems in place to promote good hygiene practices, for example, as staff remind very young children they are washing the dirt from the garden off their hands. This helps them to learn good personal hygiene routines.

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

All staff are confident in their knowledge and understanding of safeguarding procedures and know who to contact if they are concerned about a child's welfare. Vetting procedures for staff ensure they are suitably assessed and detailed induction procedures for new staff provides them with the necessary information about the policies and procedures. Staff deployment is effective and as a result children are supervised well throughout the day. There are effective systems in place for staff supervision and staff appraisals. These help to highlight areas for professional development. There are regular opportunities for staff to attend training thus improving their knowledge and understanding. The nursery deals with complaints effectively and managers inform the relevant authorities of any important matters. Risk assessments highlight any hazards which enable the nursery staff to put preventative measures in place.

The nursery team undertakes self-evaluation and gains input from parents who complete questionnaires and are regularly asked for their views. Staff use information obtained from parents to providing the ongoing support they request. For example they put on a parents' meeting to enable those who did not know each other to have the opportunity to meet. Ongoing assessment and effective monitoring enables managers to identify clear plans of action, for each nursery area to develop to enhance children's learning. The nursery leadership and management has suitably addressed the areas identified for improvement at the previous inspection.

Partnership with parents is very effective. They initially share detailed information with their child's key person about their routine and individual needs. This enables staff to know how to support each child. They regularly updated about their child's progress through meetings and by sharing their child's profile. There are many displays and photo books around the nursery showing all the good activities children take part in. Parents participate in workshops enhancing their understanding of how children learn through play. They also enjoy programmes that give them ideas to cook healthy meals for their children. Parents actively participate in the nursery activities. They regularly come to help out giving them the opportunity to get to know what their child does when they come to nursery. Overall parents are very happy with the care provided. They comment on the excellent range of activities and resources, the friendly staff, the progress their children have made and how children are treated with equal concern.

The nursery works in partnership well with other professionals, to support the individual needs of children who attend. Action plans are implement effectively by staff, which encourages and supports children's developmental progress effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY406026
Local authority	Ealing
Inspection number	909288
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	94
Name of provider	Twinkle Totz Day Nursery Limited
Date of previous inspection	07/06/2010
Telephone number	02088456000

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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