

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

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

Inspection date	08/07/2013
Previous inspection date	21/03/2013

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

- Staff assess children's progress well and link this effectively to planning of future activities and experiences to ensure that children's individual needs are met successfully.
- Staff keep parents well-informed of children's progress and parents have good opportunities to contribute to their children's learning.
- Management have good awareness of the strengths and areas for development of the nursery. They have set ambitious goals to improve the provision.
- Staff have warm bonds with children; as a result children show they feel secure and gain confidence.

It is not yet outstanding because

- Staff do not use the potential of pretend play to provide opportunities for children to practise their early writing 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 carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children.
- The inspector observed the indoor and outdoor environments.
- The inspector sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.

Inspector

Jennifer Beckles

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. 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 receives funding for the provision of free early education for children aged two, three and four years. Staff support 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 17 staff all of whom hold appropriate early years qualifications. Nine staff hold level 3 qualifications in early years; four have level 2 qualifications; one staff member is qualified to level 5, one staff member is a qualified teacher; one staff member is an Early Years Professional and one staff member has a degree in Early Years.

What the setting needs to do to improve further

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

- maximise opportunities for children to practise their early writing skills in meaningful situations, such as during pretend play.

Inspection judgements

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

Children make good progress in this bright, organised nursery. Staff have good knowledge of how children learn and develop and use this well to plan for their individual needs. Staff provide activities that are interesting and wide ranging. Children choose freely between indoor and outdoor play and there is a good balance between child-initiated and adult-led activities.

Children explore texture of sand and capacity as they pour and fill different sized containers. As children play in the sand staff teach children new vocabulary, such as 'full' and 'empty'. Children enjoy taking on different roles and show good physical skills as they put on dressing up clothes. However, there are no opportunities for children to practise their early writing skills during pretend play, using writing for different purposes. Staff talk to children about different shape names as they roll and make moulds from play dough. Staff make good use of everyday routines to encourage children's counting skills, by

counting cups and plates at snack time. Children learn colour names as they play a colour matching game. Staff consolidate their learning by asking children to find objects in the environment of the same colour. Children recognise their names as they arrive at the start of the session and practise writing their names on their work. Overall, these activities help children to learn useful skills for school.

Staff bring children's learning outdoors by providing a wide range of activities. Children practise small hand movements as they wash dolls clothes in the water tray. They practise making marks in trays thinly lined with sand. Children learn about where food comes from because they plant and grow vegetables in the outdoor area. They practise a wide range of physical skills, including climbing across frames, riding on wheeled toys and develop coordination skills as they throw and catch balls. Staff follow children's lead as children pretend to be resting crocodiles. Staff sing action songs about crocodiles with the children who follow the actions well. Children handle paint brushes well to express their ideas with colourful paint on paper. Staff teach children to observe objects closely as they look at real pineapples while they draw them.

Babies explore different textures as they play with everyday objects and natural items. Staff engage babies in play by shaking maracas, which babies copy and learn about the sounds of different musical instruments. Babies browse through a range of books and staff read their favourite stories in lively voices. Babies learn about cause and effect as they press buttons on electronic toys.

Staff work closely with community health professionals to support children with special educational needs and/or disabilities. They devise individual plans targeted to meet the needs of children and this enables children to make good progress. Staff help children who learn English as an additional language by learning key words in a child's home language and support them by using visual aids.

Staff have very good knowledge of children's skills because they carry out a range of high quality observations. They collect samples of children's work, which are evaluated with observations so that children's next steps for learning are determined. Staff complete progress checks for children aged between two and three years and provide written summaries to parents.

Parents have good opportunities to contribute to their child's learning because staff provide play packs to parents consisting of activities to support learning. Parents share observations of their child with staff which are used to inform planning. Staff keep parents well-informed of their child's progress through regular parents' meetings where they review and discuss their child's development with staff.

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

Children have secure, warm relationships with staff and this contributes to their happiness and confidence. Staff find out about children's interests and skills when they first arrive at the nursery and use this information to plan for children's needs. Babies settle well

because staff adapt routines to suit individual babies' needs. A bright, cheerful, organised and well-resourced environment promotes a good sense of well-being in children.

Staff are good role models of safety. They teach children how to behave in safe ways. For example, they remind children of reasons why they should not throw sand because of danger to eyes, and teach them to negotiate space in the garden carefully as they ride on wheeled toys. Children understand how to handle tools and materials and take care of their environment by tidying away resources. If they spill water on the floor, children immediately fetch a yellow 'danger' cone to place on the spot so that others are aware and accidents are avoided. Older children use the bathroom independently and wash their hands at appropriate times. Staff change babies nappies in hygienic, safe and comfortable conditions.

Children learn healthy habits because they have daily fresh air and physical exercise in the outdoor area where they use a range of large and small equipment. They eat nutritious, appetising meals freshly prepared by the nursery chef. Staff cater for special dietary needs. Children serve themselves and eat healthy fruit snacks.

Children behave well because staff have clear expectations of behaviour, which they share with children. Staff talk positively to children and use praise to motivate children to behave well. Staff explain reasons why certain behaviour is not acceptable and remind children of ground rules agreed by them. Staff use distraction techniques to manage the behaviour of very young children. Children are prepared well for school because staff offer to visit schools with parents and children to provide support and to share information. The visit helps children to get to know staff so that they settle readily. Children spend time settling into new group rooms in order for them to get used to new routines and environments.

Children learn to accept and value people's differences. Staff talk about and celebrate significant cultural and religious events, such as Eid, with the children.

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

Practice helps to ensure that children are kept safe from harm. This is because staff to child ratios are consistently maintained in all areas of the nursery and during outings. Staff rotas help to ensure that children are well supervised. This provides effective deployment of staff. Staff are vetted comprehensively for their roles and this helps to protect children. Staff carry out thorough risk assessments covering all aspects of the nursery, including outings. Daily health and safety checks are carried out in all areas and this helps to ensure that the premises, equipment, and resources are safe for children's use. All required policies and procedures are in place and implemented effectively by staff, including accident recording and notification to parents.

Management supervise staff well and offer appropriate support and advice to address any issues of underperformance. Staff have regular appraisals to identify training needs and have attended a variety of courses. For example, staff attended a course on autism, which

led to an increased awareness of different ways to support children under the autistic spectrum.

There are effective quality assurance checks used by management. They observe staff regularly and review planning and children's assessment records, which feeds into supervision for discussion. Children's progress is tracked and this helps to identify any children operating outside of expected levels of development in order for appropriate remedies to be sought.

The nursery has very good links with others professionals involved in children's care and learning. The nursery signposts parents to a range of services offered by the on-site children's centre. Staff make good use of courses offered by the children's centre to enhance their skills. The nursery has good partnership with community health professionals to support children with special educational needs and/or disabilities. Partnership work with parents is effective. They have good opportunities to be involved in their child's learning and are kept informed of their child's progress. Parents spoken to at the time of inspection expressed good levels of satisfaction with the provision, overall.

Management know the nursery provision well and have clear priorities for development. For example, they plan to offer staff training on the role of the key person to enhance their understanding and skills. Previous recommendations have been met; including staff making more use of everyday opportunities to encourage children's counting skills. The nursery is operating well and shows good ability to maintain this in the future.

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	921000
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	21/03/2013
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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