

# Twinkle Stars Day Nursery

Adcorp House, Grassy Lane, WOLVERHAMPTON, West Midlands, WV10 8PS

<b>Inspection date</b>	23/09/2013
Previous inspection date	19/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children make good progress across all seven areas of learning as result of secure methods of teaching that provide exciting and interesting activities that meets the needs of all children.
- The environment is extremely stimulating and well-maintained, which welcomes children into the nursery and supports their all-round development.
- Staff are exceptional role models in children's lives; children learn from staff how to conduct themselves whilst at the nursery and therefore, their behaviour is very good.
- The manager and staff team are extremely dedicated to the safeguarding of children as they protect them well. As a result, children feel safe and secure within the nursery and manage their own safety well.

### It is not yet outstanding because

- There is scope to enhance parents understanding of how their children learn by giving them more information about how children achieve their developmental goals in addition to what progress they have made.
- The organisation of lunchtimes is not always effective enough to maintain children's interest.

## 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 spoke with staff, children and observed activities in the baby room, two toddler rooms, pre-school, sensory room and outdoor area.
- The inspector viewed all relevant documentation, including: policies and procedures, learning and development records, and safeguarding documents.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents to seek their views.
- The inspector gave feedback to the manager.

## Inspector

Scott Oliver Thomas

## Full Report

### Information about the setting

Twinkle Stars Day Nursery opened in 2008 and is based in a converted office split over two floors. It is privately owned by a sole owner. It is situated in Westcroft area of Wolverhampton. The premises comprises of a baby room, two toddler rooms, pre-school, sensory room, dining room and kitchen, toilet areas, office and outdoor play area.

It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. Children attend from the local area. The nursery employs 12 members of staff working with the children. Of these, one holds an appropriate early years qualification at level 2 and nine at level 3.

The nursery opens all year round from 8am to 6pm, Monday to Friday. Children may attend for a variety of sessions. There are currently 62 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and receives support from the local authority.

### What the setting needs to do to improve further

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

- develop the amount of information shared with parents on a regular basis to ensure they know how children have achieved their developmental milestones in addition to sharing information about their progress
- ensure transitions in the daily routines are smooth, in particular before and after lunchtimes, to maintain children's concentration and interest.

## Inspection judgements

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

All children make good progress towards the early learning goals, as a result of effective teaching delivered through challenging and interesting activities that are well-matched to meet the needs of all children. Staff have a strong focus on the prime areas of learning; they plan for these effectively and allow children to develop the necessary physical, social and communication skills which prepare them well for the next stage in their learning. For example, children develop their independence skills during lunchtimes as they carry their dinner from the serving table and learn how to use a knife and fork.

The staff have high aspirations for children's learning; they know what skills children need to be ready for school and they work hard to provide opportunities, such as encouraging children to take turns, for example, at mealtimes. The setting records children's starting points well. They liaise with parents when children start to gain an understanding of children's prior achievements and needs in order to build upon them in future planning. Parents and staff together agree next steps in children's learning. Parents are kept well-informed of their children's progress as key persons meet regularly with parents, to show them the progress their children have made over time and in relation to their starting points. However, there are further opportunities to enhance parents understanding of how children have reached their developmental milestones.

Staff successfully complete the progress check at age two, for all applicable children. They share this with parents and appropriate partners where required. As a result, there are effective interventions in children's learning that leads to the identification of needs. Staff complete daily observations to record children's achievements and progress, they analyse these well and use the information well to enhance the learning provision. Observations and assessments are recorded in learning journals which demonstrate the secure progress children have made from their starting points.

Children are engaged in their play exploration; they take risks as they negotiate their movements, such as when they consider how to use tricycles and bikes and adopt a 'can do' attitude as they master new skills through trial and error. They are encouraged to keep trying as staff discuss what went well and what they could do better next time. This reflective approach allows children to learn from their mistakes. Staff work well together to meet the learning needs of all children. Opportunities are planned for on a daily basis, matched to all children's interests and abilities. As a result of the good adult to children ratios there is flexibility for staff to provide enhanced support for children of different ages and abilities, which aids the good overall progress children make from their starting points. The setting delivers learning and development through a balance of adult and child-led play within a well-planned and well-resourced environment. The staff deliver a broad range of activities for all children. Physical activities enhance the learning of all children. For example, children develop their fine motor skills as they attempt to pull toys along by grasping the string. The staff develop this learning, through demonstration, as they model how to grasp the string tightly. Children are supported to learn concepts, such as the effects different items have on making marks in the sand tray. Staff provide challenge and differentiation as they pose questions for children to consider the effect of movements. Staff use language well during children's play, as they question children, re-shape tasks and provide a commentary of play.

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

Routines take into account the needs of children and are adapted in accordance to parent's request. Children's personal care needs are well-met throughout the day. The daily routine provides stimulation to the children through a balance of adult and child-led play and learning. However, the lunchtime routine does not always run smoothly, which causes children to lose interest.

The setting works with parents and schools well to prepare children for the next stage in their learning. The staff liaise with schools well. For example, teachers visit the nursery to discuss the progress of children and share pictures of the school. The environment is extremely stimulating and welcoming. There are a range of resources available that are rotated and are used to enhance the continuous learning environment. Resources are arranged well across all rooms in different learning areas, such as creative areas and imaginative play. As a result, children have a variety of resources at their disposal to develop their play into rich and imaginative experiences. There are a range of resources to promote children's understanding of the world. The setting also has a sensory room which children access on a rota basis. This is a brilliant space that is used well for a variety of purposes including to develop children's social skills in small groups as they lose themselves in the awe and wonder of their surroundings.

The staff and children enjoy being outside throughout the day and as a result, many learning opportunities take place outside. The outdoor area is part of the continuous learning provision and promotes children's development in all areas. Children spend time outside in all weathers, and therefore, understand the importance of going outside to keep fit and get fresh air. The outdoor space is rich in opportunities to develop children's physical skills including their large motor skills, such as pedalling, jumping and reaching up high. The environment is equipped to support children to manage their own personal hygiene needs from an early age. There is water available at all times, which children access as they require.

The arrangements of the key person system are good. All staff have a detailed understanding of what the role of the key person is including special relationships with parents and strong bonds and attachments with children. As a result of this understanding, staff work together with parents and in response to children's preferences to identify key persons for each child. Staff have a good in-depth knowledge of all children. Older children understand why it is important to care for their environment. Children appear happy and to enjoy their time at nursery. They are happy to arrive and develop a bond quickly as they find reassurance from familiar staff. Children feel safe at the nursery as a result of the freedom they are given and the safety rules in place. The children access the indoor and outdoor environment with ease of access following recent building works. They are aware of the possible risks within the environment, such as the ground being slippery from the rain. Consequently, children conduct themselves in a safe manner and they know not to run when it is wet. The behaviour of children is very good. Children play well together as they form new friendships and test out each other's ideas. Children are encouraged to develop their independence and manage their own behaviour as they learn about consequences. The staff have a consistent approach to managing behaviour. They remind children of the positive rules of the setting, such as 'We walk'. This supports children's understanding of positive behaviour and what is acceptable.

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

The manager has a good understanding of how to meet the learning and development requirements. They monitor the planning of activities on a termly basis by meeting with staff to evaluate previous learning and ensuring that activities reflect the needs and interests of all children. The manager is able to identify gaps in educational programmes, such as physical development, and make improvements to the access and resourcing to further enhance this area. The manager makes regular observations of all staff to monitor the quality of teaching, including feedback through supervision, to identify strengths and weaknesses in practice. As a result, they are able to identify strategies for improvement which supports children's good progress. Staff refer to guidance to benchmark the assessments of children's progress. The manager reviews all assessments to ensure they are precise and accurately reflect children's stage of development. There is good support for those children whose starting points are below what is expected. The Special Education Needs Coordinator swiftly identifies these groups of children through the robust assessment methods and works with parents to agree interventions which enable children to make good progress from their starting points. Children with identified additional needs, such as developmental delay, are supported efficiently by staff and professionals alongside parents, through agreed plans. As a result, gaps in learning are closed swiftly.

The manager has a strong commitment to safeguarding children and a detailed understanding of the safeguarding and welfare requirements. All staff adhere to all required policies and procedures, and are able to demonstrate what action to take in the event of a child protection concern, which is underpinned by in-depth training. Staff know how to keep children safe, through using the risk assessment process to identify all possible hazards and minimise risk. Staff take action to keep children safe, as they use mobile phones and cameras safely, for example, by not allowing them to be used in children's areas. The setting has a range of written policies and procedures which support the consistent practice and approach to many aspects of the care, including behaviour management and the safeguarding of children. All staff and volunteers know the policies and procedures well and they are shared with parents and other partners, such as Ofsted and the local authority to ensure compliance with all requirements. Policies and procedures are reviewed regularly to reflect and improve practice and to take into account the views of all stakeholders.

The setting follows safer recruitment practices to ensure all staff, volunteers and students are safe and suitable to work with children. This is enhanced through a robust and detailed induction that promotes the well-being of all children through safe care practices. Staff complete a range of training provided by the local authority to enhance their knowledge and skills further and to maintain all mandatory training. Staff complete training throughout the year which is linked to identified areas for improvement or the interests of staff. There are systems in place for the monitoring of all staff including the manager. Staff regularly meet with their line manager for supervision and appraisals. This system reflects on the practice of staff including their teaching and suitability. Priorities for improvement are identified, which are supported through training, coaching or mentoring. As a result, staff's practice is consistently improving.

There are good systems in place for self-evaluation which has led to effective improvement. All staff reflect on practice, and the views of parents and children are taken into consideration. Good progress has been made since the last inspection, as children

now have improved access to the outdoor area for energetic play. As a result, the quality of provision is good and the nursery is working hard to strive for excellence. Partnerships with parents are very strong and all parents are engaged in nursery life for the benefit of their child.

### **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

<b>Unique reference number</b>	EY379607
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	878798
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	49
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Twinkle Stars Day Nursery Partnership
<b>Date of previous inspection</b>	19/01/2009
<b>Telephone number</b>	01902 737 378

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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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