

Twigglets Day Nursery

Branches Lane, Holbeach, SPALDING, Lincolnshire, PE12 7BE

Inspection date	28/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 form secure emotional attachments with staff and show good levels of confidence within the nursery. They enthusiastically explore their environment and participate in activities with enjoyment.
- Children make good progress in their learning and development as they engage in a broad range of activities indoors and outdoors, which are planned around their interests and developmental needs.
- Staff place great emphasis on promoting children's self-care skills and their understanding of health and hygiene procedures within the setting.
- Staff value the good partnerships in place with parents and carers. Daily discussions, regular progress meetings and informative noticeboards, ensure that there is a coordinated approach to sharing information.
- Management demonstrate a clear vision for improvement and use effective systems for self-evaluation to plan realistic targets to strengthen practice.

It is not yet outstanding because

- Occasionally, some staff miss opportunities to extend children's learning through further questioning or discussions or by promoting areas of learning, such as counting.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the main pre-school room, baby room, toddler room and outdoor area.
- The inspector held a meeting with the managers and spoke at appropriate times to staff throughout the sessions. A joint observation of staff practice was carried out with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Carly Mooney

Full report

Information about the setting

Twigglets Day Nursery was registered under its current ownership in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in purpose built premises in the Fleet area of Holbeach, Lincolnshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. Both managers hold qualifications at level 4. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to make connections in their learning and extend their thinking in activities by ensuring that the best use of questioning and clear explanations are used.

Inspection judgements

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

Children are keen to explore and investigate because staff provide a stimulating learning environment and have a clear understanding of how children learn through play. As a result, children have good opportunities to enhance their development across the seven areas of learning. Planning is effective in providing a broad range of interesting daily activities, based on children's interests and individual learning needs. Staff evaluate the progress children are making through regular assessment and demonstrate through discussion that they know children well. Records are regularly monitored for effectiveness to ensure that children are making good progress and are gaining sufficient skills for the next stage of their learning, such as starting school. Parents are well informed about their children's progress and learning through regular meetings and daily discussions. Photographs of children are attractively displayed around the nursery so parents can see the activities their children have participated in. They are encouraged to share information about their children's achievements at home on 'wow vouchers', which are then used to

enhance the assessments of children's learning.

Teaching overall is good. Staff listen carefully to children, take an interest in what they say and do and support them generally well in activities. For example, staff members support children to complete a computer program, using the opportunity to ask appropriate questions about what they could see happening on the screen. In the baby room, a baby interested in drawing with the staff member's pen is provided with paper and crayons to create their own picture. However, on some occasions within the pre-school room some staff miss opportunities to extend or enhance learning. For example, staff talk about few or more when placing coins in Chinese money wallets but do not encourage children to count the amount of coins they have or discuss what type of coins they are. Furthermore, as part of Chinese New Year celebrations, children make egg fried rice with a number of vegetables and later taste it in a planned food tasting session. However, staff do not take the opportunity to encourage children to recall how they made it or about the ingredients they used.

Since the nursery was last inspected more thought has been given to the layout of the rooms. Consequently, babies are now provided with a cosy, inviting space, which supports their development well. Babies explore first experiences in each area of learning through the carefully planned activities staff offer them. They thoroughly enjoy role play based on real life experiences of what they know. They have a number of resources to support this. For example, children carefully carry a baby doll in a carry case and pretend to feed it with a bottle. They also take a baby for a walk around the room in a pushchair. Children approach staff with the baby, put a finger to their lips and quietly say 'shh'. The staff member acknowledges that their baby is asleep and speaks to them in hushed tones. Throughout the nursery, from babies upwards, children listen attentively to age-appropriate stories. Staff engage their interest as they show them pictures and ask open questions using skilful storytelling techniques. Older children are encouraged to predict what they think might happen next or what they might do instead as part of the story. Children in the baby room, beginning to form words, enjoy naming objects in books, such as a 'car'. Staff ensure they model language, repeat words for reinforcement and praise young children for their efforts. Children in general, are confident communicators and happily engage in conversation with staff and other children. Staff are skilled at listening and talking to children to promote their speech and widen their vocabulary, including those children with English as an additional language. Children enjoy engaging in singing activities. Two-year-olds make their own choices of the songs they would like to sing using a song bag of props alongside the singing.

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

An effective key person system enables children to feel safe and secure within the setting as they develop strong emotional attachments with staff and each other. For example, staff enthusiastically greet children at the door so that both they and their families feel welcome. Children of all ages approach staff with ease and effectively communicate their needs and wants. For example, pre-school children politely say 'no thank you' when declining certain foods at snack time and ask to come inside when they begin to feel cold

during outdoor play. The individual care needs for children under the age of three are met well through clear systems for nappy changes, sleep and feed times. A thorough induction process for children and their families means that staff develop a strong appreciation of the diverse backgrounds of the children that attend. Relationships have developed well with several local schools, which children transfer to each September. This aids a smooth transition. Teachers visit the setting and children engage in activities, such as school role play to familiarise themselves with aspects of school life.

A strong emphasis is given to promoting children's good health and hygiene practices. In the pre-school room thorough discussions take place at the beginning of cooking activities or before meal times regarding germs and the importance of washing hands. Children understand what to do if they need to cough and know that germs in their tummy will make them poorly. Children enjoy healthy and nutritionally balanced meals and snacks prepared freshly each day by the nursery cook. Menus have recently been revised to ensure that they offer a better balance of healthy choices and further take into consideration the food preferences of the children that currently attend. Children have daily opportunities to spend time in the outside. They go outdoors in all weathers, with toddlers wearing all-in-one suits and wellington boots, which enables them to explore the mud and wet grass without dirtying their clothes. Older children relish the large muddy puddles that have been formed by the rain, jumping into them with a great big splash when wearing their boots. The garden is effectively organised to support all areas of learning and children enjoy spending time out there.

In general, children behave well with good encouragement from staff to share and take turns in activities. They are familiar with routines and rules, such as using a timer to take turns at the computer. At the end of sessions, they listen for the timer to go off, which means that it is time to tidy away the toys. They do so enthusiastically. The nursery have also developed methods for the eldest children to be involved in planning their own learning. This increases the children's self-confidence and self-esteem. For example, children risk assess new play equipment, such as a garden swing. This enables the children to play an active role in keeping themselves safe and to identify potential dangers to themselves.

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

Children are well safeguarded by caring and vigilant staff who have a clear understanding of the action to take should they have concerns about a child. Safeguarding is a standing item on the team meeting agenda and at supervision meetings, which helps ensure that it is always at the forefront of the minds of the staff. This helps to promote children's well-being and welfare to a good standard. A robust system of recruitment is in place and appropriate checks to safeguard children are carried out on all adults. Strong relationships with parents mean that good channels of communication are in place and staff are kept aware of children's individual needs and family backgrounds at all times to ensure they are well safeguarded. Clear consideration is given to keeping children safe within the nursery. This is supported by thorough policies and procedures that are understood well by staff

and are implemented effectively to protect children. Staff are deployed well at all times to supervise children both inside and outside. The premises are secure and parents and visitors cannot enter the building without being let in by staff. Thorough risk assessments and daily checks ensure children play in a safe environment.

All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. Management monitor the performance of staff formally through regular supervision meetings and observations of their practice with children during activities. Regular team meetings provide everyone with the opportunity to contribute ideas and thoughts to decision making. Training is regularly attended to enhance practice and knowledge is shared. Self-evaluation is imbedded and ensures areas for improvement are realistic and will enhance children's experiences in the nursery over time. For example, management plan to develop the garden so that there is a more defined space specifically for babies.

Positive relationships have formed with parents and they are warmly welcomed into the nursery. The entrance hall is well stocked with leaflets and information that support different aspects of childcare. Regular newsletters ensure that parents have a good overview of nursery life at any given time. Parents feel that the nursery is very accommodating to their child's individual needs. Partnerships with external agencies and other providers are good and this means that children benefit from a coordinated approach to their care and development, and as a result, make good progress.

The Childcare Register

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467471
Local authority	Lincolnshire
Inspection number	932636
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	46
Name of provider	Twigglets Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01406490747

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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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