

Twinkle Two's

Malden Manor Primary & Nursery School, Sheephouse Way, NEW MALDEN, Surrey, KT3 5PF

Inspection date

28/02/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Children's independence and free choice are greatly encouraged because they move liberally between the indoor and outdoor environments.
- Staff provide a highly stimulating and extremely well-resourced outdoor area, which covers all areas of learning exceptionally well.
- Planning is comprehensive and based exceptionally well on children's skills and interests.
- Staff make excellent interventions in children's play and they question children very effectively to extend their learning.
- Children settle extremely well because staff carry out home visits and build up strong, warm relationships with children.

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 the indoor and outdoor environments.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector held a meeting with the manager and sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Twinkle Two's registered in 2013 and operates from Malden Manor Primary School and Nursery School in New Malden, Surrey. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Children have access to an enclosed outdoor area. Children attend sessions each weekday from 8.30am to 11.30am and 12.30pm to 3.30pm term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 58 children in the early years range on roll, There are six members of staff who work directly with the children, including the manager. All staff hold appropriate early years qualifications. The manager and deputy manager hold qualified teacher status, one staff member is qualified at level 5 and three staff members are qualified at level 3.

What the setting needs to do to improve further

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

- consider linking visual displays to children's interests to enhance their learning.

Inspection judgements

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

Children make outstanding progress in this highly organised and dynamic nursery. Staff plan thoroughly and meet children's needs precisely. They provide highly appropriate challenges in a very wide range of stimulating activities. Staff eagerly follow children's interests and this results in every child's high levels of engagement in activities. Staff enable children to have significant freedom of choice and independence by allowing them to move freely between the rich provision in the indoor and outdoor areas. There is an excellent balance between children creating their own play from accessible, interesting resources and adult-led activities. This provides children with structured learning opportunities and free play, which provides excellent support to their learning.

Staff happily follow children's lead when they show interest in toy bottles. Children suggest a game of '10 green bottles' and staff present different challenges to the children. For instance, staff develop children's critical thinking skills by asking children whether all of the bottles will fit and balance on different types of surfaces. Staff support children's counting skills by asking children to put bottles in numbered order. Children show excellent ability with number as they work out how many are left as bottles fall down. Staff provide very good activities for children to develop small muscle control. For instance, children pinch, roll and knead play dough to make intricate features for their

designs and play dough models. Children develop extremely good early literacy skills because they learn to recognise their names on cards when they arrive at the nursery. Staff support younger children by adding photographs to their name cards. Children demonstrate high levels of skill while operating computer games. They navigate through programmes well by using the mouse and clicking relevant icons independently. Staff support their learning about technology very well by asking children to think about the different purposes of icons on the screen. Visual tabletop displays link to different concepts and support children's learning; however displays do not always clearly link to children's interests. This means that while staff readily follow children's interests, opportunities to enhance children's learning are not as extensive as they could be.

Children engage fully with stories that staff read in lively voices. Staff encourage children's interaction by asking them to mimic key actions in the story. Staff ask children questions about the story which develops their thinking skills very effectively. Staff encourage children to think about whether events in the story are right or wrong morally and this develops excellent discussion among the children. This supports their personal development very well. All of these activities help children to develop excellent skills for later use in school.

Staff provide exceptional learning opportunities in the outdoor area. Children enjoy exploring the texture of mud and use their imagination to create vivid stories in the mud kitchen. Staff teach children about the life cycle of plants as children plant and grow vegetables. Staff talk to children about the habitats of mini beasts, which they find underneath damp logs, leaves and mounds of earth. Children practise their language skills while playing with telephone hoses. They cooperate well with each other as they create 'emergency' scenes and talk to each other to plan rescue operations. Staff teach children about the effects of wind while they wave ribbon streamers in the breeze. Children develop excellent physical skills as they balance, climb and move in different challenging ways across a trim trail. Staff teach children physical coordination skills while they bat, throw and catch balls. Children negotiate space very well as they propel forward on tricycles. Staff put numbers on the tricycles to encourage the children to learn to recognise numbers while they play.

Children with special educational needs and/or disabilities make excellent progress. This is because staff work very closely with community health professionals to devise precise individual education plans for the children. Staff support children who learn English as an additional language very well. They find out key words in children's home languages and use a variety of visual resources to aid communication and language skills.

Staff carry out regular, high quality, comprehensive observations which they evaluate along with other evidence of children's skills, such as samples of art work. Staff use this to plan children's next steps for learning very effectively. Staff complete thorough progress checks for children aged two to three years and provide detailed written summaries to parents to keep them informed of their children's progress.

Staff enable parents to contribute to their children's learning in excellent ways. They run 'Stay and play' sessions where parents visit the nursery to spend time playing with their children. Staff run a book club where children borrow books to take home and read with

their parents. Parents make comments about their children's enjoyment of the book in a diary. These opportunities provide very effective ways for parents to take an active part in their children's learning. Staff keep parents very well informed of their children's development. They offer meetings with parents to review children's progress and learning journals. Staff also talk to parents on a daily basis to exchange information and this helps parents to keep up to date with their children's development.

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

Children are highly curious, very keen and confident learners. They settle exceptionally well because staff carry out home visits to get know children before they start at the nursery. Staff offer a staggered intake of new children to enable staff to give children time, space and extra attention while settling. Staff find out about children's skills and interests when they first start and use this information very effectively to plan highly engaging activities. Children have warm, strong relationships with staff, which supports their sense of well-being. Children have strong feelings of security because they know the nursery routine well. Pictorial displays of key daily events help children to understand the nursery routine successfully.

The nursery is thoughtfully, carefully and highly organised and very well resourced. Staff teach children comprehensively about safety in everyday routines. For instance, as children sing and follow movements in an action rhyme, staff remind children to think about where they put their feet to avoid accidents. Staff provide picture displays of how to hold and carry scissors in the nursery and this supports children's knowledge of how to be safe further. Staff encourage children to assess minor risks for themselves, such as whether they can safely balance on a small stepping stone. Children have excellent self-care skills. They wash their hands at appropriate times and put on their coats independently. Staff support younger children. There is a comfortable, clean area for staff to change nappies, which helps children to feel at ease.

Children have excellent independence skills. They serve themselves from healthy, nutritious snacks, pour their own drinks and scrape and tidy away bowls. Staff cater for special dietary needs, which ensures that children are protected from consuming unsuitable foods. Children develop an exceptional range of physical skills from the rich, challenging equipment in the outdoor area. They develop healthy habits because staff enable children to get fresh air and exercise each day.

Staff manage children's behaviour in excellent ways. Staff encourage children to think about why certain behaviour is needed, such as taking turns to speak. They use songs to signal key changes in nursery routine, for instance tidy up time. This works very effectively because all children join in and help with tasks. Staff help children to understand expectations of behaviour because they display pictures of ground rules that they have agreed with children. Pre-school children are extremely well supported by staff before they move to school. Staff have very good links with school staff who spend regular amounts of time in the nursery and get to know children. Children are supported further because the manager runs a 'Readiness for School' workshop to prepare families for school.

Staff help children to understand and value difference by talking with them and celebrating special cultural or religious events. For instance, children make craft items to celebrate Diwali.

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

Children are very well protected in this secure nursery. The manager has excellent knowledge of her role and responsibilities in relation to the requirements of the Statutory Framework for the Early Years Foundation Stage. All staff have received safeguarding training and have excellent knowledge of procedures to follow should they be concerned about a child. Staff carry out robust checks covering all aspects of the nursery and this adds to children's safety. Staff are vetted thoroughly for their roles and this protects children further.

Staff receive exceptional levels of support because management carry out regular, comprehensive supervision where any areas of weakness are accurately identified and addressed exceptionally well. Thorough appraisals are in place and serve to identify staff training needs precisely. For example, staff attended a course on development of the outdoor area and this led to messy, muddy play to develop children's imagination and social skills.

Management carry out thorough monitoring of the nursery. All of the management team regularly randomly sample children's learning journals and planning. This provides a robust way to ensure that there are consistent, high quality observations, evaluations and plans that meet children's needs precisely. The manager spends regular time in the group room working directly with children and this provides deep insight into staff practice. A comprehensive tracking system is in place and serves to identify any children operating below expected levels so that the nursery can offer high levels of support.

Staff have excellent partnerships with other professionals. For instance, staff work very closely with the local children's centre who refer children to the nursery. Staff also direct parents to a range of services offered at the children's centre. Staff have strong links with the onsite school to work together to support children who move to school. Parent partnerships are very strong. Staff keep parents involved in their children's learning in different ways and ensure that they are kept up to date on their children's development.

Clear priorities are identified by management because it reflects deeply on the nursery. For example, the manager meets with staff regularly to evaluate all aspects of the nursery. As a result, management plans to introduce 'Take part Tuesdays' to encourage parents to spend time with their children in the nursery. The nursery operates excellently and has exceptional ability to maintain this to promote exceptionally good outcomes for all children.

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	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	EY465605
Local authority	Kingston upon Thames
Inspection number	932152
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	60
Number of children on roll	58
Name of provider	Malden Manor Primary School & Nursery Governing body
Date of previous inspection	not applicable
Telephone number	02083379620

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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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