

# Twinkle Toes Nursery

The Abbey School, London Road, FAVERSHAM, Kent, ME13 8RZ



## Inspection date

18 February 2015

Previous inspection date

4 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The children play in a well-resourced, welcoming environment with easy access to a wide variety of toys and games, both indoors and outdoors, to support their learning and interests.
- The staff and environment allow the children to develop their independence and self-choosing as they freely move between the indoors and outdoors.
- The quality of the teaching is good and staff plan interesting learning experiences that motivate the children to learn.
- The staff have a secure knowledge of safeguarding and child protection issues, they are aware of the procedure to follow should they have concerns. Therefore, children are kept safe.
- The manager regularly monitors planning and assessment to ensure accuracy and to make certain the children receive a range of experiences across all areas of learning.
- Staff deploy themselves well to ensure the children are well supervised and supported in their learning in every area of the nursery.
- The children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health.

### It is not yet outstanding because:

- The staff do not use all the opportunities available to encourage children learning English as an additional language to hear and see their home language.
- The staff do not always consistently use the same behaviour strategies to develop children's knowledge of sharing and turn taking.

## What the setting needs to do to improve further

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

- develop more opportunities for children learning English as an additional language to see and use their home language
- review behaviour strategies to ensure all practitioners consistently use the same strategies.

### Inspection activities

- The inspector observed the quality of the teaching and the impact on children's learning and play in both rooms and outdoors.
- The inspector took account of the views of parents through short discussions and parent questionnaires.
- The inspector held a meeting with the manager and undertook a joint observation.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.

### Inspector

Maxine Ansell

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The staff support the children to have good opportunities to explore and experiment in the outdoor environment. They have set up interesting areas that meet the needs of the children who enjoy messy play. The children learn and use mathematical language such as 'full' and 'half-full' and they improve their co-ordination skills as they move water, mud and leaves around to make leaf soup in the mud kitchen. Staff regularly observe and assess the children's play and use their knowledge of the Early Year Foundation Stage to ensure they make good progress from their starting points. All staff work in close partnership with parents and other professionals, supporting and sharing information about the children's development. For example, parents and the key person in the baby room regularly exchange information about the developmental milestones that babies reach both in the nursery and at home.

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

The staff support new children to settle quickly as they comfort and allow them time to explore the environment when they feel confident to do so. The nursery staff have good processes in place to support children when they move from the baby room to the main room and when they move from nursery to school. The staff prepare children by developing their confidence and understanding of the changes that will take place when they move on to school. For example, children make a book with their key person about their new school, to allow the child to discuss any concerns or worries. The nursery has a policy that includes helping to develop children's knowledge of sharing and turn taking. However, staff do not use strategies consistently and, on occasions, do not fully support children's understanding of how to play together and share the toys. Although there are some words in the home language of the children learning English as additional language, staff are not consistently developing all the opportunities for the children to celebrate their home language.

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

The manager has effective arrangements for completing supervision meetings with staff, to discuss concerns and training requirements. For example, staff have attended training about the requirements of two-year-old children, so they are now fully aware of their differing needs and make age-appropriate provision. The nursery has a good range of policies, which the staff and manager regularly review, update and share with parents. The manager includes staff, parents and children in her self-evaluation process to enable her to identify ideas for further improvements to the nursery. The nursery staff have good relationships with other early years nurseries and external agencies that the children may attend or visit, exchanging information to ensure continuity of learning and care.

## Setting details

<b>Unique reference number</b>	EY414095
<b>Local authority</b>	Kent
<b>Inspection number</b>	832138
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Twinkle Toes Nursery Ltd
<b>Date of previous inspection</b>	4 January 2011
<b>Telephone number</b>	01795531408

Twinkle Toes Nursery registered in 2010 and operates from a purpose built building within the grounds of a secondary school. It is situated in the town of Faversham, Kent. The nursery is open each weekday from 7.30am to 6.00pm for 50 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery supports a number of children with special educational needs and/or disabilities, and a number of children who use English as an additional language. There are 19 staff, 14 qualified to National Vocational Qualification Level 3. The setting is in receipt of funding for the provision of free early years education for two-, three-, and four-year olds.

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