

# Twinkle Toes Nursery

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



<b>Inspection date</b>	10 March 2017
Previous inspection date	18 February 2015

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff effectively support children to develop secure language skills, especially in the baby room. For example, staff leave gaps in conversations for children to respond and they encourage them to make animal noises and sounds as they play. This encourages children to begin to form words and to communicate with others.
- Staff across the whole setting have a good understanding of all children's interests. Staff effectively plan and organise activities that challenge children. Children enjoy their time at the setting and make good progress. They are being well-prepared for the next stages of learning.
- Children settle well and are confident. Their positive behaviour shows they feel secure in the close bonds they establish with staff. The manager supports staff effectively. She completes regular assessments of their skills and provides constructive feedback to improve their knowledge and teaching skills. This continually drives improvement and maintains a secure level of teaching.

### It is not yet outstanding because:

- Babies and younger children do not always have opportunities to explore and investigate a wide range of media and material in the outdoor area.
- Older children, who relish their learning outside, do not always have enough opportunities to extend their literacy skills during outdoor play.

## What the setting needs to do to improve further

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

- provide opportunities for babies to explore and investigate a wider range of media and materials during outdoor play
- increase opportunities for the older children, who prefer their learning to take place outdoors, to further develop their literacy skills in their preferred learning environment.

### Inspection activities

- The inspector observed children playing inside and outdoors, with others, with staff and during independent and organised play opportunities.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the nominated person and manager to discuss how they organise the setting, support staff and plan for children's learning and development.
- The inspector sampled a range of documents, including children's learning and development records, staff qualifications, suitability checks and policies and procedures.

### Inspector

Tristine Hardwick

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to identify and report any concerns they have about children. They keep their knowledge and skills up-to-date. Staff attend a variety of courses and cascade their new knowledge to other staff during meetings. Recent training attended regarding behaviour management has helped to ensure all staff are consistent in their approaches with children. This effectively supports children's emotional development. Staff have made secure improvements since the last inspection and have successfully addressed the recommendations. They reflect frequently on their practice and plan for improvement. For instance, they have increased support for children who are new to English by providing opportunities for them to learn about their home country and traditions. This helps to increase their self-esteem.

### Quality of teaching, learning and assessment is good

The quality of teaching is consistently good across the whole nursery. Staff interact effectively and plan activities that challenge children to consistently make good progress. For example, in the older age group, staff help children to develop a secure understanding of mathematics. Children measure the distance that small cars travel when rolled from a small world garage building. The manager monitors children's progress and development very well, helping her to identify and address any gaps in children's learning. Furthermore, she has developed systems to help identify other trends, such as learning preferences between boys and girls. She uses this information to tailor specific learning activities that meet the individual needs of children.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time at nursery. Staff form effective partnerships with parents and gather relevant information about children's interests, likes and dislikes when they first attend. Staff use this information well to plan learning opportunities that children find interesting. This encourages children to be motivated to learn as soon as they start. Staff are positive role models. They provide children with positive examples of how to behave and interact with others, such as listening to others and using good manners.

### Outcomes for children are good

Children enjoy a range of activities across all areas of learning. Babies and young children develop confidence to explore their surroundings and form close bonds with staff. In the older age range, children extend these bonds further, such as forming friendships and being sociable with other children. Children of all ages develop their physical skills and enjoy being energetic, both inside and outdoors. Children use their imaginations well as they play with small world resources. They develop the skills to prepare them for the next stages in their learning and eventual move to school.

## Setting details

<b>Unique reference number</b>	EY414095
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085924
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Twinkle Toes Nursery Ltd
<b>Registered person unique reference number</b>	RP529974
<b>Date of previous inspection</b>	18 February 2015
<b>Telephone number</b>	01795531408

Twinkle Toes Nursery Ltd registered in 2010. It is located in Faversham, Kent. The nursery is open each weekday from 7.30am to 6pm, all year round, except public holidays. There are 13 members of staff who all hold an appropriate early years qualification; ten at level 3 and three at level 5, including the nominated person/owner. The nursery receives funding to provide free early education for children aged two-, three- and four-years and supports children with special education needs and/or disabilities and children who are learning English as an additional language.

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