

# Twinkle Toes Nursery

Inspection report for early years provision

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**Unique Reference Number** 321105  
**Inspection date** 11 September 2007  
**Inspector** Jacqueline Patricia Walter

**Setting Address** Meynell Road, Leeds, West Yorkshire, LS15 9AQ

**Telephone number** 0113 2648705

**E-mail**

**Registered person** Twinkle Toes Nursery

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Twinkle Toes Nursery is a privately owned nursery that provides day care. It opened in 1997 and operates from two rooms in a community building. The nursery is situated in a suburb known as Colton, Leeds, in West Yorkshire. A maximum of 25 children may attend the nursery at any one time. The nursery is currently open on Tuesday, Thursday and Friday mornings each week from 08.00 to 12.00 hours, all year round, with exception of bank holidays.

There are currently 14 children aged from two to four years on roll; of these, four children receive funding for nursery education. Children attend from the surrounding areas.

The nursery employs seven staff on a part-time basis. Five of the staff, including the manager, hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Practitioners are active in following current and appropriate environmental health and hygiene guidelines, policies and procedures, which help children to stay healthy. For example, they implement appropriate procedures, such as wiping tables both before and after snack time and they follow good nappy changing procedures, where they wear gloves and wipe the changing mat, as well as wash their hands. This in turn, helps to prevent cross contamination. There is an appropriately stocked first aid kit, records are appropriately maintained regarding accidents, and a member of staff who is qualified in first aid is on the premises at all times. This means that children are able to receive appropriate emergency treatment.

Although no children have yet had to be administered medication within the setting, there are appropriate systems in place to ensure they receive medication safely. They are developing an appropriate awareness and understanding of simple good health and hygiene practice and they learn about some aspects of healthy living through some themed activities. For example, they discuss the importance of using sun cream and hats during hot weather and participate in everyday routines, such as washing hands before eating their food and after using the toilet. In addition to this, when staff escort them to the bathroom to wash their hands, they explain why the children need to follow this good practice, which in turn underpins their knowledge and understanding well.

Children are appropriately nourished through staff providing healthy and nutritious snacks. They have good opportunities to enjoy and develop their physical skills through use of an adjoining hall, which is set out for a physical activity session every day. Although children are currently unable to access the outdoor area due to safety issues, they have opportunities to ride bikes, develop balance skills using rockers and benches, as well as play in dens and use slides of varying sizes. This enables them to practice and develop good skills in balancing, crawling and developing their coordination. Children also thoroughly enjoy participating in an excellent adult-led music and movement sessions. For example, they dance to classical music, using scarves to express feelings and practise managing their bodies to create intended movements.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to develop a good sense of belonging in this bright, welcoming child-friendly accommodation. Space is used and organised effectively, allowing children safe access to all rooms and areas of play. They are warmly welcomed by staff into the setting and their work is attractively displayed, which helps to encourage good self-esteem and a sense of belonging. Children settle quickly and safely make choices regarding their activities as a result of resources and equipment being easily accessible. For example, some equipment is labelled and templates depicting the shapes of equipment is in place, enabling children to be independent in selecting and replacing their toys.

Practitioners take some steps to minimise risks in the physical environment and as a result children are kept safe. For example, sockets are covered, external doors are kept locked and visitors are asked to sign in so their access to children can be monitored. Staff conduct basic risk assessments of the premises and take appropriate actions to reduce risks. For example,

they are currently denying children access to the outdoor area as it is not secure and there are dangers, such as steeply sloping areas and exposed drains. Staff are also in the process of contacting the appropriate body who are responsible for the maintenance of the setting, to ensure electrical and gas equipment is regularly checked and conforms to appropriate safety requirements. In addition, staff promote children's safety appropriately when on trips by having the required documentation easily available, which ensures the safe transportation of children when using vehicles.

Staff have limited knowledge of some aspects of child protection. They are aware of different signs and symptoms of abuse. For example, they know that signs, such as unusual bruising or changes in the children's normal behaviour may indicate possible abuse. However, the designated child protection officer has not done any recent training and as a result, is not up to date or fully clear on procedures to follow when concerns are raised on children and if allegations are made against staff. In addition to this, some staff are unaware of the changes in legislation regarding the Local Children Safeguarding Board procedures and the child protection statement is not clear regarding the correct procedures to follow. This results in staff being not fully aware of their responsibilities.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Most children settle well and are busy and happy within this setting. Older children in particular, are independent and able to acquire new knowledge and skills through exploring their environment. They are able to focus for short periods and particularly show interest in adult-led activities. For example, during circle time they enthusiastically enjoy discussing the sun creams and hats they would select when packing a bag and going on a trip. Children are able to use their initiative appropriately and are able to independently choose from a balanced range of stimulating activities and a wide selection of toys and equipment that cover all areas of play and learning. For example, they enjoy exploring and using role play areas, such as a travel shop and use resources, such as brochures, cash tills and telephones during their play. They are also developing appropriate confidence and self-esteem as a result of staff often using praise and encouragement for both their efforts and achievements.

Staff have not completed training on the 'Birth to three matters' framework and therefore do not implement it to successfully promote the learning of young children. However, most staff engage in some good quality interaction. For example, they use open-ended questions that make children think about what they are doing and use everyday activities to extend children's learning. For example, children are asked to count how many pieces of toast they have had during their snack time.

There are friendly and trusting relationships between children and staff. The staff listen to and value what the children are saying. For example, they check with them on whether they have had enough snack to eat and respect their wishes regarding requests for more or less food. Children confidently spend time talking to staff, sharing their experiences and their knowledge of life outside the setting, and they eagerly and proudly show the artefacts they have brought into the setting to share with the other children.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Some staff have appropriate knowledge and understanding of the Foundation Stage and use their knowledge and understanding of

how children learn well. For example, they use additional resources and interactive displays to stimulate and extend children's learning. However, other staff have little knowledge and when leading groups on focussed activities little consideration is taken into account regarding the children's ages and abilities. As a result, there are missed opportunities with children to develop their learning and three and four-year-olds are not always sufficiently challenged. Staff provide a welcoming environment that reflects the wider community and organise it well so children can be independent and develop choice and decision making skills. Children are able to serve themselves their snacks of fruit and drinks. They can easily select their activities of their choice and curriculum planning is broad and stimulating and gives children opportunities to develop skills in all areas of play. However, weekly plans, which are devised by the manager, give little guidance to staff to help them develop the children's learning. There is also no systematic approach currently being implemented to ensure the children's skills and knowledge are developing towards all the early learning goals, as staff currently just rely on noticing gaps in the children's assessment profiles. Staff collect appropriate information at the start of the children's care regarding their individual abilities and interests, and an assessment system, which consists of written observations, examples and photographs of children's work collated in a profile, is in place and is linked to the stepping stones. Although this shows what children can do or understand, assessments do not show how children approach their learning and the next steps in their development.

Children make sound progress in their learning and achievement. They are happy and settle with confidence when entering the setting. Older children have good levels of independence and are sufficiently confident and self-assured to work and play alone. They form good attachments with adults and other children and most are confident in talking about their home and experiences during impromptu conversation. They enjoy books independently and three and four-year-olds are beginning to link some sounds and letters. For example, children are helped to find their name by matching phonic sounds to the first letter of their name during self-registration and they discuss with staff the phonic sounds of signs in the role play areas. For example, when they wish the facility to be open or closed. Children can count up to five confidently and some beyond this. They are beginning to use some mathematical and positional language in their play. For example, three-year-olds are able to explain that pebbles sink to the bottom of a bucket and they know when their buckets are half full, nearly full or full up with water. They are developing appropriate skills in using a range of tools and techniques and are able to construct using large cartons and paper plates. Children know how to use simple technical equipment. For example, they are able to demonstrate confidently how to use a mobile phone. They also enjoy finding out about living things through the use of magnifying glasses when looking at tadpoles, and by visiting local attractions and engaging in first hand stimulating activities, such as observing fish and turtles. Children move freely with pleasure and enjoy experimenting with different movement when they participate in adult-led activities, such as using scarves to imitate snake movements. They are developing appropriate skills in climbing, sliding and balancing during the daily physical session and are learning to collaborate by sharing tasks, such as tidying up and setting up balancing activities with staff. Three-year-olds are able to differentiate colour. For example, they ask for specific coloured aprons. They enjoy a few familiar songs and respond enthusiastically to sound with body movement, whilst learning how sounds can be changed when experimenting with musical instruments. They are developing good skills in playing with children that are engaged in the same theme and are able to use resources confidently to support their role play. For example, they confidently use measuring scales when weighing their dolls in the role play baby clinic.

## **Helping children make a positive contribution**

The provision is satisfactory.

The partnership with parents is satisfactory and there are trusting and friendly partnerships in place between parents and staff. Staff use appropriate systems to collect information from parents on their children and as a result children's individual needs and disabilities are taken account of and supported appropriately. Information on the setting and children's development is shared suitably with parents. For example, there are leaflets available that share general information, activity plans are displayed on the wall, and staff discuss with parents at initial meetings the Foundation Stage and how, when their children are three and four years of age, they work towards the early learning goals. A parents notice board that incorporates a display that details what staff are working with children is also available. In addition to informal discussions with parents, the children's development profiles are available to view at any time and policies and procedures are easily available in a folder, which is kept in the entrance hall. This helps to ensure consistency and continuity in the children's care and learning is appropriately promoted. Staff actively encourage parents and carers to become involved in their child's learning in meaningful ways. They encourage them to share their expertise. For example, a mother and her baby visit the setting to share their experiences with the children. Staff also encourage parents to continue some of the children's learning at home by asking them to find and bring in artefacts that are related to their topics and themes.

Children are able to gain an appropriate understanding on some aspects of the diversity of the wider world through a suitable selection of resources. For example, they have access to a few cultural dolls, some dressing up clothes that reflect other cultures and books that reflect positive images of disabilities. Their spiritual, moral, social and cultural development is appropriately fostered and they have good opportunities to extend their knowledge and awareness of different cultures and festivals through art and craft activities and through using specially created role play areas. For example, in a Chinese restaurant, they are able to explore and enjoy stimulating equipment, such as chopsticks. In addition to this, the manager uses available resources to promote disabilities, such as discussing her own disability and letting children use her walking stick, which in turn helps to consolidate their learning.

Children are beginning to become aware of the needs of others. They offer their own drinks when others request more and are able to make some choices and decisions. For example, they can choose when to eat their fruit snacks during the session, as well as what drinks they want and what activities they wish to take part in. Children are also beginning to show care and concern for others. For example, they are quick to remind staff that other children have left personal belongings behind when leaving the setting, demonstrating concern that these are their favourite toys. Staff use effective strategies in managing behaviour. They use lots of praise and encouragement as well as reward stickers, and take time to explain behaviour that is inappropriate and the consequences of children's actions. They also encourage children to work in groups and develop responsibilities. For example, they encourage children to tidy up their activities. As a result children behave well and are developing good confidence and self-esteem.

## **Organisation**

The organisation is satisfactory.

A suitable recruitment and vetting procedure is in place. For example, there are systems, where written references are requested, qualifications certificates are checked and held on file and staff all undergo appropriate criminal record checks. A basic induction procedure is also

undertaken by all new staff to ensure they have sufficient knowledge and understanding of their responsibilities. On the whole staff's knowledge and understanding of child development is good. For example, all but two of the seven staff currently employed have a Level 3 qualification in Early Years Childcare or Playwork and as a result, children are generally supported appropriately in their care and learning.

Staff have appropriate regard for the wellbeing of all children. They demonstrate some commitment to improving the quality of the provision. For example, some staff have recently extended their knowledge and understanding of childcare and playwork by completing further training in order to meet the required qualification ratios. They have also fully addressed weaknesses raised in the previous inspection.

Almost all policies and procedures work in practice to promote children's health, safety, enjoyment, and achievement. Documentation, such as the policies and procedures of the setting, are currently in the process of being reviewed. However, staff do not always notify Ofsted of all significant changes that take place within the setting, which may in turn affect the children's care and education.

The quality of leadership and management is satisfactory. There are some systems in place for reviewing the educational practice and teaching. For example, staff evaluate some of the focussed activities, and staff appraisals are currently being introduced where self-development and both good and weak practice is discussed. Although there are weaknesses in the planning and assessment systems, staff are motivated and enthusiastic in developing these systems with the support of a local authority development worker. They work well as a team and, although development plans are not actively written up, staff are kept informed of current aims and objectives through impromptu meetings and discussions with the registered person. They also are able to discuss with the manager new systems for promoting children's individual needs more effectively and are keen to be fully involved in the planning of the curriculum in the future.

Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last day care inspection it was recommended that the staff ensure the complaints procedure includes the address and telephone number of Ofsted and that this is shared with parents. As a result, staff have successfully improved continuity regarding the children's care by incorporating appropriate details and procedures regarding complaints in a written policy and this is shared and made available to parents in the policy file which is situated in the entrance.

At the last educational inspection staff were asked to consider ways which children can further develop a sense of community and understanding of peoples' differing needs and cultures, which needed to be treated with respect. As result of this, staff have purchased additional books that promote disabilities in a positive manner and they have introduced art and craft activities, which highlight awareness of other cultures, religions and festivals. For example, children make lanterns in celebration of the Festival of Lights.

### **Complaints since the last inspection**

Since 1st April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the staff develop understanding of local child protection procedures approved by the Local Children Safeguarding Board and are aware of their responsibilities and able to put appropriate procedures into practice
- develop staff's understanding of the 'Birth to three matters' framework to enable staff to fully support young children's development
- ensure Ofsted is notified of all significant changes.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the weekly planning to include guidance to practitioners in promoting and extending children's learning
- develop the assessment system to include how children approach their learning and the next steps in the children's development.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)