

Twinkle Toes Nursery

Meynell Road, LEEDS, West Yorkshire, LS15 9AQ

Inspection date	15/05/2014
Previous inspection date	16/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff plan and provide a wide range of purposeful activities that extend children's learning and support them to make good progress.
- Children's physical skills are supported very well by a good range of equipment and dedicated indoor space for fine and gross motor play and a well-resourced outside area.
- The manager ensures that all staff know how to safeguard and protect children. As a result, children are kept safe and feel secure.
- The manager monitors staff performance closely, thereby ensuring that children benefit from good quality learning experiences.

It is not yet outstanding because

- Occasionally some staff do not use enough open-ended questions, or utilise opportunities to further extend children's learning.
- There is scope to improve the opportunities for children to learn about keeping fit and healthy eating.

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 observed activities in the playrooms and the outside area.
- The inspector conducted a joint observation with the manager.
- The manager held a meeting with the manager and spoke to staff throughout the inspection as appropriate.
- The inspector looked at a sample of children's record and assessment files and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and a sample of policies and procedures.
- The inspector spoke to a number of parents and took their views into account.

Inspector

Sue Ball

Full report

Information about the setting

Twinkle Toes Nursery is a privately owned nursery. It opened in 1997 and operates from two rooms in a community building in the Colton area of Leeds. Children have access to an enclosed outdoor play area. The nursery is currently open from 8am to 1pm on Tuesday, Wednesday, Thursday and Friday mornings each week, all year round, with exception of bank holidays. The nursery also runs a 'Stay and Play' session for younger children and their parents on a Friday and a playscheme during the summer holidays. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently six children on roll all in the early years age range. There are three members of staff, two of whom hold appropriate early years qualifications. One member of staff is working toward an appropriate qualification. In addition, there are two unqualified volunteers who work at the nursery. The nursery is currently receiving funding for early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- support all staff to further develop the skill of using open questions to extend and develop children's problem-solving skills and natural curiosity.
- utilise more opportunities to enhance children's understanding of keeping fit and healthy eating.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and child development. They offer a varied range of challenging activities which cover all seven areas of learning. Consequently, all children make good progress and are well prepared for school. Individual record files for children contain photographs, observations, assessments and occasional contributions from parents. These are linked to stages of development and are used to plan next steps for children. As a result, children are offered activities which challenge and motivate them and ensure they are engaged with learning. Contributions from parents help to establish children's starting points and this, together with ongoing discussion, ensures that parents are given the opportunity to be involved and kept up to date with their children's learning.

Resources are stored at a low level and labelled so that children are able to choose and

direct their own play. They are able to benefit from excellent areas for physical play, both indoors and out. Children play in the large hall on tricycles and scooters and enjoy speeding up and down. Outside, children delight in playing with a large parachute with staff, who use the equipment to develop children's mathematical and prediction skills. An inhabited bird box in the garden fascinates children, who eagerly search for a picture of the bird in a book provided by staff. In this way, their understanding of the world is developed. Children's mathematical skills are enhanced as staff ask them to calculate how much water they need for the flowers in planters in the garden. Staff use opportunities throughout the day to extend children's vocabulary, for example, discussing the properties of fruit at snack time. However, some staff sometimes fail to use sufficient open-ended questions, thereby missing opportunities to develop children's thinking and problem-solving skills. Activities are planned in advance but there is sufficient flexibility to adapt or change these to meet the interests and needs of individual children.

Children enjoy creative activities, exploring the properties of paint, both on paper and on their hands. This activity helps support their emergent writing skills. They are particularly fascinated by a machine which crinkles paper and are supported by staff to experiment to select different materials and experiment with these. In this way, their strong exploratory impulses are enhanced and developed. Children's self-esteem is fostered by displays of their work on the walls and they proudly share with parents their achievements at the end of the session. A wide range of books that children can select at will, ensures that developing literacy skills are supported. Children delight in exploring the properties of water, pouring it down guttering fixed to the fence and experimenting to see how much water is needed to flush cars down the guttering. Staff support them by introducing different cars and other materials and so support children to problem solve.

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

Children in the nursery are settled, secure and have warm, positive relationships with their key person. They show delight and enthusiasm on arriving at the nursery and separate from main carers with ease, greeting staff with affection. They quickly settle in and move confidently and happily around the nursery, obviously very happy. In this way, their self-esteem is promoted, they are confident and enthusiastic learners and their personal, social and emotional development is supported. Staff work hard to build positive relationships with parents and children. When children join the nursery parents contribute information about children's likes, dislikes and requirements and staff use this information to ensure all needs are met. Children's individual dietary and cultural requirements are catered for. As children feel confident and self-assured they are happy to express their preferences, for example, choosing which colour cup they would like to drink from, staff respond to requests appropriately. In this way, children have a strong secure learning base and this supports their eventual transition to school.

Behaviour in the nursery is very good. Children respond politely to requests from staff and are happy to follow the routines of the nursery. Staff are positive role models and support children to compromise when minor disputes occur. Children are encouraged to display good manners and need very little prompting to do this. Consistent messages from staff

about expected behaviour means that children are confident and secure and know what is expected of them. Children are offered a range of healthy snacks and their independence is promoted as staff encourage them to prepare snacks for themselves and to clear the table afterwards. However, opportunities are missed to discuss healthy eating and the importance of keeping fit and this is an area for development. Snack time is used as a social occasion as children have a picnic in the garden and staff sit with them, using the opportunity to develop children's language skills and vocabulary. Staff sensitively support children in toileting, following safe and hygienic procedures. Staff ensure children have a growing awareness of keeping safe by reminding them of risks, for example when driving ride-on cars down the slope of the garden. In this way, children are beginning to appreciate how to keep themselves safe whilst being able to take controlled risks.

The environment is arranged to meet the children's needs. Resources are arranged in learning areas. Children can choose to rest and be quiet or look at books in the book corner. A range of equipment in the technology area enables children to operate switches and flaps. A display of natural objects, focussed around the topic of growing, supports children's understanding of nature and the seasons. Children can choose from a range of sensory and creative experiences, whilst in the role play area they benefit from real and pretend objects. Musical instruments are always available for the children to use to develop their creativity. The mathematics area offers opportunities for counting and ordering. As resources are displayed at the children's level, they are able to direct their own learning, make free choices and be independent.

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

Safeguarding is given the highest priority in the nursery. All staff have a good understanding of what they should be concerned about and are aware of what to do about concerns. Parents are made aware of safeguarding policies when children join the nursery and this information is constantly displayed for their reference. There is an up-to-date policy on the use of mobile phones and cameras and all staff are aware of and comply with this. Clear recruitment and selection procedures are used to ensure the suitability of all staff, including volunteers, to work with children. New staff are required to undergo an induction process which ensures they are aware of what is expected of them and assists the manager to further check their competence and ability. Regular supervisions and appraisals are used to support staff and monitor performance. As the nursery is relatively small, the manager is able to constantly review staff performance and offer support where necessary. Staff are confident about their roles and fully aware of their responsibilities. Regular daily checks of the environment and equipment ensure that children are kept very safe.

The manager has a clear understanding of the Early Years Foundation Stage welfare, learning and development requirements. She is dedicated to providing the best outcomes for all children. Due to the small numbers of children the manager knows all of the children very well. Staff collaborate in planning for the children and review activities and sessions on a daily basis. In this way, there is a constant process of evaluation, with the

team able to contribute to future planning and development. The manager reviews all children's files on a rotating basis and any gaps in learning are quickly identified and steps taken to narrow the gaps. She has a realistic view of the nursery's strengths and areas for development.

Partnership with parents is good. Feedback questionnaires are highly positive and reflect their regard for the warm caring environment fostered by the staff. Parents are encouraged to be involved at every stage of their child's learning and contributions from them can be seen in children's files. Due to the small numbers of children at each session staff are able to spend time informing parents in detail about their child's day. The relationship between parents and staff is very good, parents spoken to on the day of the inspection were without exception complimentary. Comments included, 'I cannot recommend it highly enough' and 'He loves coming here'. Parents were keen to point out that children had made excellent progress since joining the nursery. Staff liaise closely with the schools that children move up to and offer to take children to the school for a visit, this is sometimes accepted. The nursery also has links with the local childcare hub and has worked with other early years professionals in the past, for example to benefit children with special educational needs and/or disabilities.

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	321105
Local authority	Leeds
Inspection number	819159
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	6
Name of provider	Rachel Clair Tempest
Date of previous inspection	16/07/2009
Telephone number	0113 2648705

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

