

Twinkles Nurseries (Wetherby)

Inspection report for early years provision

Unique reference number EY367786
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Inspector Abigail Caroline Cunningham

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Twinkles Wetherby registered in 2008 and is one of two nurseries run by the Twinkles Nursery chain. A maximum of 73 children may attend the nursery and out of school club at any one time and there are currently 95 children on roll. The provision operates from a module unit, within the grounds of Crossley Street Primary School, in Wetherby. The provision serves families from the local community. The provision is open five days a week, Monday to Friday from 08.00 to 18.00, all year round, apart from bank holidays and training days. Access to the premises is via Barleyfield Road. The provision has the use of four playrooms and an enclosed outdoor play area. The setting supports children who speak English as an additional language. There are 13 members of staff who work directly with the children, all of whom hold appropriate childcare qualifications. The setting is supported by a senior management team and the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, as the staff team are very good at promoting the children's welfare and they are working particularly well, to ensure all children are included and their individual needs are met. Self-evaluation takes into account the views of parents and staff and it is effective in identifying strengths and weaknesses and it is used to make significant improvements. Therefore, those in charge are able to demonstrate how they have made improvements to the provision, for example, since the setting opened, it has developed effective links with parents and local schools, therefore parents are kept well informed of their children's progress and important information is always passed on. However, amid this very positive picture, there is scope to further strengthen partnerships with parents and to continue to develop the outside play area.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop the outside play area, so that it is a welcoming and stimulating space to play
- extend the systems in place for obtaining information from parents to include information about their child's starting points and abilities as they enter the nursery.

The leadership and management of the early years provision

The staff know the children and their families very well, for example, they are fully aware of the children's backgrounds, home language, individual needs and parent's preferences. The staff team are experienced in working with children who speak English as an additional language and they skilfully communicate with the children

and their parents, for example, the staff welcome families in both English and their home language. Additionally, regular French lessons have recently been introduced for the pre-school children, which includes French greetings, party games and songs.

Parents receive regular information via the room notice boards, newsletters, parent's evenings and daily feedback from the key people working with their child. Some parents are currently adding their comments and observations to their child's learning journal. There is a system in place to gain information about children before they start at the nursery, which includes their individual routines. However, this does not extend to obtaining their starting points and abilities from parents, as they enter the nursery.

The senior management team and the staff have created an extremely welcoming and inclusive environment, in which to care for the children. The staff team are very friendly, helpful, highly motivated and committed to improvement. Through the use of the setting's employment package, the staff are valued and rewarded for their hard work. The staff are also fully involved in planning, evaluating and developing practice, for example, through staff meetings and appraisals. Staff have regular access to purposeful training, such as safeguarding children, food hygiene and first aid training.

There are comprehensive nursery improvement plans in place and these are devised, after the views of parents and the whole staff team have been sought. As a result of undertaking the parent questionnaires, the staff are planning to raise the outdoor play area fence to improve security. Detailed written policies, procedures and documentation are in place, to ensure children's welfare is safeguarded and promoted. For example, thorough risk assessments are regularly undertaken and reviewed and the safeguarding policy and procedure is shared with parents. The staff have completed safeguarding children training and this is also included within staff induction procedures. As a result, the staff demonstrate a sound understanding of safeguarding issues and procedures, in line with the Local Safeguarding Children's Board guidance, for example, the staff know to record any concerns and seek advice where necessary.

The quality and standards of the early years provision

The setting employs a cook, who has completed food hygiene training. Meals are made from freshly prepared ingredients. Therefore, the children receive a very good range of healthy and wholesome meals, such as chicken casserole, rice, beans and sweet corn. The menu is displayed for parents to see. For example, the nursery has fresh fruit and vegetables delivered twice a week, by a local greengrocer and fresh meat is delivered by a local butcher. Fresh fruit is readily available for the older children to help themselves to throughout the day. Mealtimes are a sociable event, for example, the staff sit with the children and they chat happily together. The children are very independent in feeding themselves, they enjoy their food very much and older children confidently help themselves to second helpings. Planned activities, such as growing fruit and vegetables and making and tasting fresh fruit salad, introduces children to healthy

ingredients.

The children engage in a good range of activities requiring hand-eye coordination, such as using scissors and paintbrushes. Therefore, young children confidently use one handed tools and equipment and they can draw lines and circles using gross motor movement, for example, while playing in the corn flour, a group of young children enjoyed making marks using plastic spoons and forks. The older children are encouraged to participate in self-registration on a daily basis and as a result, they can recognise their own names. More able children can also write their own names and enjoy doing this, in order to independently label their art work. The children have direct access to the outdoor play area from each of the playrooms and all the children enjoy playing outside. The children also have great fun, participating in weekly music and movement sessions. Therefore, the children are developing a positive attitude to exercise and being healthy. However, the outside play area needs to be developed, to make it a more welcoming and stimulating space to play.

The staff have a thorough understanding of how children develop and learn. For example, they have completed Early Years Foundation Stage training, which is clearly reflected in the planning and assessment records. Planning is thorough and reflects the continuous provision, the different areas of learning and responds to individual children's needs and interests. The system is easy to follow and all staff working with the children know how each part fits together. The system for assessing and recording the children's development, accurately identifies children's achievements, progress and shows the staff planning to promote the children's next steps in learning.

The children are very happy, settled and confident in the setting and enjoy learning, for example, a group of young children became very excited, when it was time to get ready to play out in the snow. Activities are presented in an interesting and thoughtful way and the children have good opportunities to be involved in messy play. This is throughout all age groups, such as babies playing with the sand, shaving foam, dough and paints. The children are developing a very positive attitude to others and an excellent understanding about the wider world and the community. This is because the children enjoy playing with a broad selection of resources, which reflects positive images, such as dressing up clothes. They also learn about interesting events, such as Chinese New Year and Diwali. The children regularly go out for walks in the local community, for example, to the local park and to feed the ducks. The staff are very good role models and as a result, all the children are very well behaved, for example, young children consistently use good manners, without being prompted to do so. The children are very independent, many can put their own outdoor shoes on with very little or no help. More able children are cooperative at tidy up time and confidently assert their own needs and preferences.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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