

Inspection of Twinkletotz Day Nursery Ltd

Southall Park Childrens Centre, Green Drive, Southall UB1 3AY

Inspection date:

1 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education that children receive is not consistent across the setting. Initially children, including those with special educational needs and/or disabilities (SEND), are enthusiastic to take part in activities and keen to have a go. For example, children get physical as they move around the room to action songs and they explore sensory experiences with cereals and toy farm animals. However, many lose interest as staff do not consider how to adapt activities to ensure all children can take part. Additionally, staff do not always recognise how they can support children further, through interactions, to extend their learning. Therefore, at times children wander aimlessly and disrupt other children's play. Furthermore, staff do not always support younger children to learn about managing their feelings and behaviour. This hinders children's ability to develop positive attitudes to learning.

Despite areas for development in the provision, children show excitement as they arrive, and leave their parents with ease. Children form positive relationships with each other and staff. Staff promote older children's independence by encouraging them to wash their hands and prepare their own fruit at snack time.

What does the early years setting do well and what does it need to do better?

- Leaders have created an appropriate curriculum for each age group, and they are clear on how they plan for it to be adapted for children with SEND. However, not all staff have a good enough understanding of how to adapt the curriculum for younger children, or those with SEND, to meet their learning needs. This can impact on children's self-confidence as they do not benefit from opportunities to make the best possible progress in their learning.
- The key-person system is not secure, particularly for younger children. Staff do not always follow children's interest in supporting development. Additionally, they do not meet their individual personal care needs. For example, staff do not recognise when children are tired and the impact this has on theirs and others' learning, due to their needs not being met. This does not help promote children's emotional well-being.
- Older children behave well and understand the setting's 'golden rules.' However, staff do not always model or adapt behavioural strategies to support younger children and those with SEND. As a result, not all children are learning what is right and what is wrong.
- Children with SEND are identified quickly and appropriate referrals are made as needed. Leaders who support these children know them well and understand their individual needs. They work with parents, and other professionals involved in children's care, to implement strategies, such as visual routines and 'bucket time', to support children engaging in group activities. However, staff do not

always make effective use of the strategies to fully engage children in the routine and learning.

- Children learn the importance of keeping healthy through everyday routines. For example, they wash hands before eating. Children told the inspector about the healthy foods they eat for snack. Furthermore, staff support older children to build their independence skills. Children are helped to serve their own food and pour their own drinks. This helps to prepare children for the next stage in their learning journey.
- Parents comment positively about the nursery. They say their children are happy and have good relationships with staff. Parents share that they receive advice on how to support their children at home, such as during mealtimes. They share that their children make progress, notably in their physical development and making friends. However, parents are not sure who their child's key person is.
- Staff request training from leaders during one-to-one meetings. Leaders give staff opportunities to develop their practice through online training and shadowing. However, weaknesses in practice are not identified and actioned swiftly. As a result, not all staff have the best knowledge and understanding about how to provide all children with rich learning opportunities. This has an impact on the progress children make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop staff's skills in implementing the curriculum while taking into account the age and stage of individual children's development, including children with SEND	29/10/2024
implement an effective key-person system that is shared with parents and that meets children's individual needs	29/10/2024
implement effective, age-appropriate behaviour management strategies	29/10/2024

ensure all staff receive targeted professional development to help improve the quality and consistency of their practice.	29/10/2024
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Setting details

Unique reference number	EY424036
Local authority	Ealing
Inspection number	10364813
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	26
Name of registered person	Twinkle Totz Day Nursery Limited
Registered person unique reference number	RP528654
Telephone number	0208 917 9312
Date of previous inspection	13 December 2022

Information about this early years setting

Twinkletotz Day Nursery registered in February 2011. It operates from Southall Park Children's Centre, in the London Borough of Ealing. The nursery is in receipt of funding to provide early education for children. The nursery is open each weekday from 8am to 6pm all year. A team of six members of staff work at the nursery. Of these, three staff hold relevant early years qualifications.

Information about this inspection

Inspector

Tina Twynham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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.

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