

Inspection of Twinkle Tots Of Endon

Alder House, Station Road, Endon, Stoke On Trent, Staffordshire ST9 9DR

Inspection date: 25 May 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

There are multiple breaches of the early years foundation stage (EYFS) requirements, which has a significant impact on children's overall well-being, welfare and learning. For example, leaders seriously compromise the statutory staff-to-child ratio requirements. This is because staff have recently left the nursery and leaders have not made any changes to ensure they meet the correct staff-to-child ratio requirements at all times. This weakness means that staff are not able to effectively supervise children as they eat or play. In addition, staff that work with children and babies under the age of two do not have the relevant knowledge, experience or skills to meet the children's needs. Consequently, these children do not receive the right level of care or support they need to thrive.

The key-person system is ineffective. This impacts negatively on children's personal development. This is because young children struggle to settle and do not easily form positive attachments with staff. Younger children spend considerable periods of time crying and often fall asleep when eating. Staff do not respond well enough to the children during this time. In addition, staff do not support children to learn how they can manage their feelings or learn how their actions affect others. Consequently, at times younger children do not behave well.

The curriculum lacks depth. Leaders do not ensure that all children have enough opportunities to engage in meaningful or rich play experiences. Consequently, babies and young children often wander around unengaged. Despite the fact most older children enjoy large-group circle time activities, where staff use props and lots of excitement to sing a familiar rhyme about frogs, not all children are well supported to join in. This is because staff do not differentiate activities or their teaching practice to ensure they promote a positive learning environment for all children, including those with special educational needs and/or disabilities.

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

- Leaders fail to maintain adequate staff-to-child ratios at this nursery. Leaders do not deploy the limited staff they have effectively and have not thought well enough about the organisation of nursery routines. As a result, large groups of babies and young children have their mealtimes together with very few staff, which means that the supervision of these children is insufficient. This inadequate practice does not ensure children are kept safe.
- Leaders do not ensure that staff are sufficiently qualified to work with children. For example, they do not ensure at least half of all staff that work with babies and young children aged under two years have received training that specifically addresses the care of babies. Subsequently, most babies and young children do not have their individual care or learning needs met.

- The curriculum is not ambitious. Leaders do not ensure that all children across the nursery have access to a range of purposeful learning experiences to engage with. In addition, staff do not use what they know about the children to tailor activities to meet their individual learning needs. Consequently, children are not able to accomplish the tasks that are set out for them. These weaknesses impact negatively on children's ability to make good progress in their learning.
- Leaders carry out regular supervisions on staff. This includes the use of peer-on-peer observations. However, leaders do not support and coach staff effectively enough to build on their early years knowledge and teaching skills. Staff that work with babies show weak knowledge of what they intend for them to learn. In addition, staff working with both young and older children do not adapt their teaching practice to meet the needs of all these children well. Consequently, the quality of experiences that children receive is very poor.
- Leaders do not place enough emphasis on children's personal development. Staff lack the knowledge and skills of how they can support children to manage their behaviours. For example, when children become upset or frustrated, staff simply do not know how to manage this effectively. As a result of this, children are not supported to understand how they should show care or respect towards one another.
- Leaders demonstrate weak knowledge of the complaints processes to follow in line with the EYFS requirements. They do not inform complainants of any outcomes within 28 days. Leaders also do not keep a written record of the outcome from any complaints. This means any person complaining does not receive a formal written response in a timely way, as is required.
- Leaders do not ensure that every child has a key person at all times to ensure the continuity in their care and/or learning. As a result, some parents have not been informed who their child's key person is. Despite this, most parents and grandparents comment positively about the nursery. They share that they feel they are kept informed of what their child gets up to while at the nursery. Parents and grandparents also comment that their child loves to attend the nursery.
- Leaders actively make referrals if they have a significant concern about a child's development. They work with parents and/or carers to ensure that these children receive the specialist help they require from other professionals.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is compromised. This is because leaders do not deploy staff effectively to ensure that children are kept safe from harm. Leaders' and staff's knowledge of safer sleeping is poor. There are multiple occasions where babies and younger children fall asleep when eating and staff do not move them to a safer or more suitable environment, in line with the latest government sleeping guidelines. Recently, leaders failed to take action when they had suitability concerns about a member of staff. Despite this experience, they still demonstrate weak knowledge of the different indicators that may mean a member of staff is unsuitable. Leaders

have weak knowledge of their local safeguarding partners procedures to follow if staff are no longer suitable to work with children.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that staff to child ratios and the staffing qualification requirements are met at all times	08/06/2023
ensure children are always supervised by implementing effective staffing arrangements to meet the needs of all children to ensure their safety	08/06/2023
ensure staff deployment is effective to improve the organisation of routines to ensure children receive the right level of care and support they require	08/06/2023
improve knowledge of the processes to follow if concerns are raised about the suitability of a member of staff	08/06/2023
implement an effective system to ensure all children have a key person, at all times and share this information with parents	08/06/2023
improve staff knowledge of, and the arrangements in place for sleeping children, in line with the latest government guidance to ensure children are kept safe	08/06/2023
ensure that half of all staff that work with children under two have relevant experience and receive training that specifically addresses the care of babies	08/06/2023

improve complaints processes to ensure that complainants are aware of the outcome within 28 days and keep this log	08/06/2023
improve staff knowledge of how to manage children's behaviour in an effective manner and to ensure that children are supported to learn about their emotions and how their actions affect others.	08/06/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the curriculum and support staff to develop their teaching skills to ensure they offer quality learning experiences for all children	22/06/2023
make the most of what is known about children, especially babies and young children, to plan suitable and enjoyable activities that support good progress.	22/06/2023

Setting details

Unique reference number	EY419562
Local authority	Staffordshire
Inspection number	10291835
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 11
Total number of places	65
Number of children on roll	65
Name of registered person	Twinkle Tots Of Endon Ltd
Registered person unique reference number	RP902436
Telephone number	01782502257
Date of previous inspection	11 July 2018

Information about this early years setting

Twinkle Tots Of Endon registered in 2010. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications from level 2 to level 6. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the nursery.
- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the nursery and discussed the safety and suitability of it.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff, children, parents and grandparents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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