

Inspection of Twinkle Totz Day Nursery Limited

Monza House, Vanwall Road, Maidenhead, Berkshire SL6 4UB

Inspection date: 23 May 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this inclusive and nurturing environment. They eagerly participate in various engaging activities that are prepared by attentive and caring staff. As a result, children form strong bonds with all staff, fostering a sense of safety and ensuring smooth transitions. Children's behaviour is exemplary. They are sociable and confident, and they form great friendships with each other. Children have ample opportunity to play outdoors. They develop their physical skills in the large garden. For example, they ride wheeled toys around the garden, confidently navigating the space to ensure that they are safe.

Staff meticulously monitor children's progress, quickly identifying and addressing any learning gaps. Consistently high-quality teaching ensures that children make significant progress from their starting points. Learning is reinforced through revisiting activities to embed knowledge. Developing children's communication skills is a key focus in the nursery. Staff's interactions with children consistently support them to develop their language. For example, they repeat key words to children to help them remember them.

Children confidently demonstrate their independence by actively engaging in activities. Their achievements in communication shine as they eagerly converse, sharing experiences and ideas with staff and their friends. Staff play an essential role in supporting children's behaviour. They set clear expectations and model positive interactions to ensure a harmonious play environment. For example, while children navigate wheeled toys in the garden, staff provide gentle guidance and encouragement, reminding them to be mindful of others' space and safety. By fostering teamwork and praising cooperative behaviour, they help children develop a sense of responsibility and mutual respect. This approach not only ensures safety but also nurtures an atmosphere of kindness and collaboration among the children.

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

- Children actively use new words in context as they explore activities guided by staff. For instance, while transferring water with a ladle, they confidently name the tool and incorporate it in their play. Staff encourage these moments of application, ensuring that children practice and reinforce their vocabulary in meaningful ways. By initiating conversations about the children's interests, such as their favourite books or outdoor discoveries, staff create opportunities for rich dialogue. They design play-based activities that weave in language learning, ensuring that children not only grasp new words but also understand their practical use. This proactive approach enables children to build strong language skills, fostering confidence and connection in every interaction.
- Staff play a pivotal role in supporting and enhancing activities, ensuring that

children can engage confidently and safely. For example, in the home corner, staff provide careful guidance as children learn to use safe knives, fostering both independence and practical skills. Their encouragement allows children to take pride in serving their peers, reinforcing a sense of responsibility and achievement.

- Staff actively engage with parents by sharing detailed updates on children's development, achievements and areas needing focused attention. They regularly seek parents' input, ensuring that their observations and feedback directly shape tailored learning plans. Together, parents and staff form a collaborative partnership that fosters both the academic and emotional growth of the children.
- Staff proactively enhance their professional growth by attending diverse training courses that refine their skills and knowledge. They actively share the insights gained with colleagues, promoting collaboration and setting high standards of excellence within the nursery. For instance, after completing a course on inclusive classroom strategies, a staff member introduced new techniques for engaging children with varied learning needs. These practices inspired the team to adapt their approaches, creating a more inclusive and dynamic learning environment for all.
- Children demonstrate exemplary behaviour throughout the nursery, reflecting the nurturing environment and dedicated guidance that is provided by staff. They share toys willingly, offer kind words to peers and model positive actions, which fosters a harmonious atmosphere. For example, if children struggle to manage their behaviour, staff address any issues promptly and constructively, ensuring that every child feels supported and valued.
- Staff actively celebrate diversity by organising events that highlight various cultures and traditions. They engage parents in these celebrations, fostering a sense of inclusion and community. Children enthusiastically participate by dressing up in cultural attire, sampling diverse foods and exploring different languages. Staff also enrich the learning environment with culturally diverse books and family photos, which are displayed prominently on the wall, creating a vibrant and inclusive atmosphere.
- Managers systematically evaluate nursery practices and introduce enhancements to drive ongoing improvement. For instance, they introduced more sensory resources, such as textured mats and water tables, after noticing the positive impact that their sensory play stations had on children's development. They lead the team confidently, setting clear goals and expectations that inspire excellence. Through consistent and proactive supervision, they ensure high-quality teaching while fostering collaboration, enabling both children and staff to thrive.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2731425
Local authority	Windsor and Maidenhead
Inspection number	10398128
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	28
Name of registered person	Twinkle Totz Day Nursery Limited
Registered person unique reference number	RP528654
Telephone number	07867 557383
Date of previous inspection	Not applicable

Information about this early years setting

Twinkle Totz Day Nursery Limited in Maidenhead, Berkshire was registered in 2023. The nursery is open Monday to Friday, from 8am to 6pm. The nursery receives funding to provide free early education to children aged from nine months up to four years. The nursery employs seven members of childcare staff. Of whom, four hold early years qualifications at level 3 and above.

Information about this inspection

Inspector

Rochelle Anderson

Inspection activities

- The inspector consulted with several parents and took account of their views.
- The inspector and the manager conducted a learning walk of the nursery to review the early years provision.
- The nursery manager and the inspector conducted a joint observation.
- 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 spoke to staff about their understanding of child safeguarding and their methods for assessing and planning children's learning.

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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