

Twinkles (White Rose)

White Rose Office Park, Millshaw Park Lane, Leeds, West Yorkshire, LS11 0DL



Inspection date

19 November 2015

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff establish secure and trusting relationships with children. Key persons have a good knowledge of children's interests and family situations. Babies' and young children's individual routines are followed consistently.
- Children's personal, social and emotional development is given high priority by staff. They consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share.
- Strong partnership working ensures that parents play an active role in their child's early learning. Parents are included in the assessment of their child. They are kept very well informed about their child's day, the progress they are making and how to support their child's learning at home.
- The quality of teaching is good. Staff provide a wide range of interesting activities and resources both indoors and outdoors. As a result, children are eager to explore and are motivated in their learning.
- The nursery manager has a passionate approach to her work and an admirable drive to improve. Children are at the heart of everything she does. As a result, this nursery has an excellent capacity to continue developing its already strong practice.

It is not yet outstanding because:

- There are opportunities to promote younger children's independence further, such as at snack times and mealtimes, so that children continue to develop their self-help skills and learn to take even more responsibility for completing tasks.
- Parents are not always fully involved in contributing to the setting's self-evaluation and making suggestions for improvements.

What the setting needs to do to improve further

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

- develop younger children's independence during daily routine activities so that they learn to do more things without help
- enhance ways in which parents are involved in evaluating the setting and driving improvements for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to children and staff during the inspection and completed a joint observation with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team has a robust understanding of their responsibilities in meeting statutory requirements. Staff are confident in recognising the possible signs of abuse or neglect. They know who to contact about any child protection concerns. Recruitment and vetting procedures are robust and regular staff supervision is undertaken. The use of appraisals, training opportunities and systems for staff to share practice contribute to providing consistency for children. Staff are deployed effectively and the supervision of children is vigilant. Staff have appropriate first-aid qualifications to deal with accidents or injuries, and any incidents are recorded and monitored well. Parents are also provided with comprehensive information about these. The manager and her deputy track children's achievements and use the information gathered to close any gaps in their learning swiftly. Self-evaluation highlights areas for development. However, parents do not contribute to this as effectively as possible.

Quality of teaching, learning and assessment is good

The well-qualified staff team has a secure knowledge of how children learn through play. Good teaching helps children to become motivated and independent learners. Staff plan challenges for children so that they make good progress in their learning. They make accurate observations and assessments, and use these to plan for the next steps in children's development. Staff model conversation and ask a range of questions to help children express their thoughts and ideas. Literacy skills are developing well; older children write their name accurately and are learning the sounds letters make. Children are confident and play cooperatively in the well-resourced outdoor area. Their physical development is promoted as they balance, climb and use wheeled toys. Good links with schools ensure children are emotionally well supported when they move on to school.

Personal development, behaviour and welfare are good

Key persons work closely with parents to help settle children quickly. They share good information about children's individual care routines so that these are consistently implemented. Children have opportunities to gain a good knowledge and understanding of diversity through a range of activities, discussions and resources. Older children develop new skills because staff encourage them to do things for themselves. They learn how to fasten their coats prior to going outside and learn how to spread butter on their crackers at snack time. Younger children enjoy the social aspect of snack time but there is scope to promote their independence and self-help skills further. Children develop a secure understanding of the importance of good health and hygiene through daily routines. Children are offered praise for their efforts and achievements. This helps to raise their confidence and self-esteem and they behave well.

Outcomes for children are good

All children are becoming confident learners and progress well from their starting points. They are consistently working well within their expected range of development. Children are acquiring key skills for the next steps in their learning and in preparation for school.

Setting details

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|------------------------------------|---------------------------|
| Unique reference number | EY480049 |
| Local authority | Leeds |
| Inspection number | 1032144 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 4 |
| Total number of places | 90 |
| Number of children on roll | 112 |
| Name of provider | Twinkles (White Rose) Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 07739596391 0113 276 1723 |

Twinkles (White Rose) Ltd was registered in 2014. It is a purpose-built nursery in the grounds of the White Rose Office Park, Leeds. The nursery opens all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, including one with Qualified Teacher Status. The nursery offers funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs, and a number of children who speak English as an additional language.

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