

# Little Twisters

Unit 28, Bellingham Drive, North Tyne Industrial Estate, Whitley Road, Benton, NEWCASTLE UPON TYNE, NE12 9SZ

<b>Inspection date</b>	30/04/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff work very well with parents. They welcome them warmly, keep them updated and share information regularly. Consequently, partnerships are strong and provide continuity and consistency for children.
- The indoor environment provides an interesting and stimulating place for children, so that they explore and experience a wide range of opportunities, including a good range of sensory activities. Therefore, children have lots of fun and remain happy and animated during their play.
- A friendly, competent staff team who work very well together are effectively supported by the manager. This means that children are well cared for and make good progress in their learning and development.
- Staff are caring and enthusiastic and build strong relationships with children. This means that children feel secure and are very settled in the environment.

### It is not yet outstanding because

- Staff have not yet fully established ways in which the outdoor area can be used for longer periods, by overcoming the challenges in accessing it.
- Play space in the outdoors is not fully maximised to ensure that children of different ages benefit fully from what is available.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and routines in the nursery and the outdoor area, and spoke to children, parents and staff.
- The inspector held separate meetings with the manager and two key persons.  
The inspector viewed some documentation, including samples of children's learning records, daily diaries, staff files, information for parents and completed parental questionnaires.

## Inspector

Shirley Peart

## Full Report

### Information about the setting

Little Twisters was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from an upper-floor converted unit within North Tyne Industrial Estate in Benton, Newcastle upon Tyne. Children are cared for in three main rooms and there is an enclosed outdoor area on the ground floor accessible by a flight of stairs. It is owned by a private provider.

The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. A holiday club also operates in the school holidays. Children attend for a variety of sessions. There are currently 17 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance play spaces in the outdoors further to enable children of different ages to maximise the learning opportunities available to them; for example, by ensuring that there are sufficient shaded areas so that more indoor equipment can be used and to ensure that babies have a suitable area to crawl and explore
- devise ways in which the outdoor space can be used for longer periods, specifically for energetic children, by overcoming the challenges in accessing the area.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good understanding of how to use the learning and development requirements of the Early Years Foundation Stage in practice. For example, they observe children regularly and record their interests, and from these they plan activities. Each child has a learning and development record in place to retain this information. As well as regular verbal exchanges with parents, when children are dropped off and collected, staff use daily diaries as a means to communicate relevant information. Parents also have good opportunities to make contributions to their child's development record. For example, a parent commented that she can add to her child's record at any time and can see that her child is making good progress. Staff gain detailed information from parents on children's

starting points at entry, and value parents' ongoing contributions in their children's learning. For example, parents regularly share their child's achievements from home. The learning records contain interest sheets, documentation from parents regarding what their children like to do and enjoy, and any special 'wow' moments. Staff use 'Development Matters in the Early Years Foundation Stage' as a guide to check if children are showing typical development for their age. They provide reassurance to parents when discussing this and work together well to plan for children's individual learning needs. Children who may need additional help are well supported; for example, staff work very well with parents and external agencies, where necessary. This ensures that support is clearly targeted to ensure that children make progress.

Staff build on children's interests well to keep them engrossed and engaged. For example, when a baby enjoys playing with the sand indoors, the staff put sand in the baby walker tray to continue the play provision outside. Babies enjoy playing retrieving games with staff. They show curiosity about the natural/real objects on the table and eagerly explore them. They reach out to grab things and throw them on the floor. Staff pick them up, interact with them and babies repeat the action. This demonstrates typical development for their age. Babies make independent choices as they successfully pull themselves up and begin to cruise around low-level furniture, and staff are nearby to support them. Babies enjoy getting messy as they explore the sand and water, demonstrating excitement as they babble and become more animated.

Numbers of children attending the nursery are low; therefore, children of different ages and stages of development use the outdoor area together. This is organised well for children's general exploration, play and learning. They dig in the soil, make marks on chalk boards and use varied physical equipment. Children independently choose what they want to do and where they want to play. They happily use the water tap with the staff's help to fill up their watering cans so that they successfully water their plants. Staff point out insects, such as ladybirds, and children eagerly go over and have a look. Staff deployment in the outdoors is suitable and equipment is age appropriate. However, play spaces are not fully effective in enabling children of different ages to maximise the learning opportunities available to them. For example, there are no shaded areas set out so that more indoor equipment can be used outside, such as books, soft furnishings and role play equipment, and babies do not have an alternative, suitable area to crawl and explore.

Effective labelling using numbers, words, photographs and pictures around the environment and on objects and available writing tools, such as chalks, promotes children's literacy skills well. Children receive plenty of one-to-one support when they do not manage well in whole group situations. For example, they sit on their key person's knee when listening to a story and receive warm, natural interaction to help them cope with and manage their feelings. This ensures that young children are well supported to acquire the skills needed to be ready for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children**

The nursery rooms are welcoming, stimulating and very well resourced. They are also well organised and spacious with a good range of equipment, which is easily accessible and

covers all the educational programmes. For example, there are comfortable story corners, freely available natural and creative materials, and toys are on low-level shelving. This means that children's independence is promoted very well as they self-select things they want to use. Children love to be outdoors. They become more animated as they run around energetically, squirting water from recyclable containers. Their physical development is well promoted as they use push-and-pull and sit-and-ride toys outdoors competently. Due to the layout of the building, outdoor play is carried out on a planned basis as children's playrooms are on the first floor and the outdoor area is on the ground floor. Therefore, it is only accessible by an external flight of steps. Children are well supervised to the outside area and staff are well organised to ensure that children remain safe. However, the staff have not yet thought of ways in which the outdoor space can be used for longer periods, specifically for energetic children, by overcoming the challenges faced by accessing the area. This means that children who learn better outside and prefer that environment cannot stay outside for as long as they may wish to.

Children's good health and self-care is supported very well. They routinely wash their hands before eating and enjoy substantial, freshly cooked meals and snacks of raw vegetables, crackers and fruit. There is also a designated comfortable and darkened area in the baby room, so that children rest and sleep quietly. Small jugs and cups are easily accessible to the children so that they help themselves to fresh drinking water during the day. Staff also use hand hygiene units and wear aprons and gloves when changing nappies or serving food, which further protects children's health.

Key persons are established quickly so that parents have a clear link person who cares for their child from the start; however, this may change if a child prefers a different staff member. This means that children form natural bonds and secure emotional attachments with familiar adults. Staff welcome parents warmly. They chat to them on entry, exchange relevant information and enthusiastically acknowledge the children when they arrive. This means that children feel secure to separate from their parents and enter the nursery confidently. This also demonstrates that children cope easily with the transition from home to setting due to competent staff input. The staff offer children lots of positive praise; therefore, children behave very well. They acknowledge children's achievements, laugh with them and enthusiastically join in their play, which raises children's self-esteem. Toddlers shout excitedly when they run around in an open space, which shows that they are developing their personal, language and physical confidence. Staff notice these new achievements as they state, 'he's found his voice.' This means that staff are well aware of the progress children make in the prime areas of learning.

### **The effectiveness of the leadership and management of the early years provision**

The manager is well qualified and experienced in childcare. She has a good knowledge and understanding of how to use the Statutory Framework for the Early Years Foundation Stage in practice. She works effectively with the local authority quality improvement officer and advisers, to ensure that the provision continues to develop and evolve further. The manager and staff make changes based on quality improvement advice and by regularly reflecting on what is working well and what is not within their rooms. This means

they are proactive in making relevant changes quickly. They also have clear targets for improvement to help them bring about change to benefit the children's care and learning; for example, by using more natural and real objects and by planning trips to visit the nearby recycling centre. The manager is working through the Ofsted self-evaluation form and has sent out questions to staff to gain their input and views. They also gain parents' views from the completed questionnaires and continually work on any suggestions made. This shows that parents are valued as partners in contributing to improvement.

Parents receive very good information, such as a registration pack and a comprehensive handbook. This covers important issues, such as childhood illness and exclusion, complaints, behaviour management, settling-in, monitoring progression and activities. Staff fully involve parents in their children's learning by encouraging them to share what they know. After a six-week settling-in period, key persons review children's care, learning and development with parents on a one-to-one basis to establish how their children are progressing and agree on any target setting. Parents open evenings are held, regular newsletters are distributed and 'fun days' are planned in the near future. This enables parents to be fully involved in the life of the nursery. Questionnaires are positive and comments show that parents are pleased with the setting. For example, these include, 'A welcoming, relaxed, warm atmosphere and all the staff are friendly' and 'I feel 100% confident leaving my child'. The manager has good links with various agencies, such as speech and language therapists and the area special educational needs coordinator. This ensures that any children with special educational needs and/or disabilities are well supported.

Children are safeguarded because the staff and manager have a very secure understanding of child protection. They have accessed and refreshed their child protection training and there is a good policy in place. Staff know what to do if they have concerns about a child's welfare or care. Posters, booklets and flow charts are prominently displayed on noticeboards throughout the nursery to act as reminders for staff. The environment is regularly assessed for any risks to keep children safe, and good systems, such as intercoms, key door pads, child safety gates and outdoor safety checks, are all in place. Policies and documents are well organised; for example, attendance registers, clear medication consent and recording is effective to further protect children, and all staff hold valid first aid certificates. The office also looks over onto the baby room so that the manager can regularly observe practice.

All staff are appointed through clear and robust recruitment and selection procedures. As the nursery has recently been established, all staff are new. However, they are a friendly team who work very well together, have gelled quickly and work effectively with parents. Background checks are taken up, such as references, qualifications and identification, and vetting checks are clear and complete. All staff are on a six-monthly probationary period. They work through an induction book and have regular supervision and team meetings, where they attend workshops on particular topics and discuss routines and practices. This helps them to bond as a team and shows that they are well supported and have a good understanding of their new roles. Target setting is established and well planned so that staff have clear goals. Training is based on what staff would like to do or what the manager feels they may need further help with. She also supports them well in practice; for example, by sitting in during one-to-one review meetings with parents. The manager

holds discussions with staff regarding their interests and skills, and has delegated specific roles, such as safeguarding, safety/risk assessing and behaviour management. This ensures that children are further supported and staff can focus on particular areas to become experts in that field, so that they are fully involved in the running of the nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY452437
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	891708
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Little Twisters Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01912150055

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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