

Inspection of Twisty Tails Nursery (Stanmore) Ltd

69 Elm Park, Stanmore HA7 4AU

Inspection date:

29 April 2025

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy the time they spend at this nursery. Staff are caring and provide a calm and reassuring approach for children and nurture their well-being. This helps children to feel safe and secure. Staff help children to build positive relationships with adults and peers.

Children benefit from focused group activities and have some positive learning experiences. For example, they learn about the importance of brushing their teeth. However, children, from disadvantaged backgrounds, including those with special educational needs and/or disabilities (SEND), do not consistently benefit from a well-planned and successfully implemented curriculum. At times, staff do not plan well enough to extend children's learning and build on what they already know and can do. Although, even though children enjoy exploring the environment and have fun, their learning is sometimes incidental. Consequently, children do not make the progress they are capable of.

Staff generally have realistic expectations for children's behaviour. Staff are positive role models and support children to learn to be kind, respectful and caring towards others. Staff help children to learn about their local community. Children visit the local library, care home, shops and enjoy trips to parks. Staff use these experiences to help children to build their understanding of the world around them.

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

- Leaders design an ambitious curriculum. However, they do not ensure that staff fully understand the learning intentions for all children. The implementation of the curriculum is not always achieved, as staff do not teach in sequence and do not fully consider children's past knowledge and understanding. For example, leaders speak about focusing on building children's independence and self-help skills. However, staff do not consistently extend children's self-help skills, such as feeding themselves or wiping their own noses, when appropriate.
- There is a focus within the curriculum on children's communication and language. However, not all staff implement this well enough. Staff do not consistently introduce key words to extend children's vocabulary and language skills. At times, staff do not expose children to high-quality interactions and their learning is not always maximised.
- The support children from disadvantaged backgrounds receive to develop their skills is variable. Although, some staff know children's next steps and targets, this is not shared with others effectively. At times, staff leave children to explore on their own for extended periods of time and do not engage them in meaningful learning. Additionally, staff do not use communication aids regularly to help children to communicate their needs and wants. This hinders the

progress children make.

- Overall, children behave well because they know what staff expect of them. Staff remind them of the nursery's rules throughout the day, such as using 'kind hands' and 'walking feet'. However, at times, children's attitudes to their learning are negatively impacted by inconsistent interactions.
- Children enjoy being outdoors. Staff provide opportunities for children to be physically active. For example, children learn to develop their balance and coordination as they play games, move and dance. They climb confidently on indoor and outdoor climbing apparatus. Children practise their small muscles, such as they paint, draw and make marks with various one-handed tools.
- Children benefit from nutritious meals and snacks and have access to fresh water throughout the day. This helps to promote healthy eating. However, hygiene practices are not always robust. Children do not always receive the support they need to help them to learn about the importance of handwashing, including before meals. This does not prevent the spread of infection and contamination.
- Leaders are very reflective on their leadership and the systems for monitoring staff's practice. They display willingness to swiftly support staff and to raise standards further. Staff say that they enjoy working at the nursery and their well-being is supported.
- Parents and carers comment positively on the 'homely' feeling to the nursery. They say that they receive regular information about their children's care and learning. Staff create a two-way flow of information between the nursery and home, using an online communication platform. Parents praise staff for being friendly and welcoming.

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, the provider must:

	Due date
support staff to implement the curriculum through carefully planned activities and experiences for children so they make the progress they are capable of	29/07/2025

improve the quality of interactions and activities on offer to ensure that children from disadvantaged backgrounds, including those with SEND, have access to good-quality learning opportunities that focus precisely on what they need to learn next	29/07/2025
support staff to consistently implement the nursery's hygiene procedure in relation to handwashing, to prevent the spread of infections.	29/07/2025

Setting details

Unique reference number	2712464
Local authority	Harrow
Inspection number	10388699
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	0 to 4
Total number of places	21
Number of children on roll	39
Name of registered person	Twisty Tails Nursery (Stanmore) Ltd
Registered person unique reference number	2712465
Telephone number	02086170422
Date of previous inspection	Not applicable

Information about this early years setting

Twisty Tails Nursery (Stanmore) Ltd registered in 2022 and is located in the London Borough of Harrow. It is open all year round, from 8am to 6pm, Monday to Friday. The nursery offers government funded childcare. There are 14 members of staff, including the manager, of whom seven staff hold childcare qualifications ranging from level 2 to 5.

Information about this inspection

Inspector
Agnes Wink

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Discussions were held with leaders and staff to consider their knowledge, understanding and procedures.
- The manager and inspector completed a learning walk together to discuss the curriculum and what they want children to learn.
- The manager and inspector completed a joint observation.
- The inspector spoke with parents and children and took account of their views.
- The inspector looked at relevant documentation.

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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