



Twinkle Pre-School

Inspection report for early years provision

Unique Reference Number	EY219237
Inspection date	12 October 2006
Inspector	Sheila Harrison
Setting Address	New Life Church, 80a Houghton Road, Dunstable, Bedfordshire, LU5 5AD
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Registered person	New Life Church Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Twinkle Pre-School is situated in the New Life Church on the northern side of the town of Dunstable. The pre-school is founded on Christian principles and is run by a committee of church members. The group aims to serve the local community. The premises consist of a large hall, two smaller rooms with adjacent kitchen and toilets. There are facilities for people with disabilities and a small secure outdoor area.

The group is registered for 24 children aged from two years. There are currently 28 children from two years six months to four years on the roll. This includes six funded three year olds. Children attend for a variety of sessions. The setting supports children with learning difficulties and disabilities and have experience in caring for who those speak English as an additional language.

The group opens three days a week during school term. Sessions are from 09:30 until 12:00 and from 13:00 until 15:30 on a Monday, Tuesday and Thursday.

Three full-time and one part-time staff work with the children. All of the staff have an appropriate early years qualification. The setting receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally protected as the setting has suitable policies and procedures for accidents, medication and sickness. However, children lack opportunities to use the outside area to exercise in the fresh air. Children understand simple hygiene practices through washing hands after using the toilet, before snack and cookery. Children are supported to use the adjacent toilet either with adult help or independently. There is appropriate equipment such as steps and easily accessible soap.

Children are well nourished. They have crackers and cheese spread and a suitable range of fruits prepared by the staff. Children have a choice of milk or water. They have immediate access to water during the session as they all have a named bottle of water stored at a low level. Children have the opportunity to discuss healthy eating during the weekly cookery session. Staff work well with the parents to ensure children's dietary needs are met. All allergies are recorded and made known to all staff.

Children make adequate progress in their physical development. They develop self-confidence in their physical skills as they move with control and co-ordination in the large hall. They enjoy a range of sit and ride toys and the sturdy climbing frame. They are supported by staff on a one-to-one basis to use scissors. There is a broad range of construction, musical instruments and mark making equipment to develop competent fine motor control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-maintained, comfortable and welcoming environment. Staff check the premises daily and they have a efficient procedure for dealing with any maintenance problems. The front doors are locked to ensure children cannot leave the premises. Children are developing a sense of belonging as posters and pictures are suitably displayed. There are valuable opportunities within the environment for children to recognise their own names. Children benefit from the organisation of the premises as they have the space they need for varied activities. Children use a broad range of equipment that is suitable and safe. There is a large range of toys that are arranged invitingly to encourage children to be occupied and make their own choices.

Children are learning to keep themselves safe as staff encourage children to gently brush sand away from themselves and others. Children are reminded of setting's rules and the consequences

of their actions. For example, what will happen if they continue to run indoors. Children are familiar with the fire evacuation procedures and staff evaluate and record the drills to ensure children are confident to participate.

Children's welfare is safeguarded as staff are aware of the child protection policy and know who to contact if there are any concerns. All staff have completed some child protection training and information from a recent child protection course prompted them to amend the policy with regard to informing parents of a concern.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well upon arrival and have a friendly relationship with the staff. They are helped to leave their main carer and individual comforters are respected. The children's sense of trust is increased and well supported through the key-worker scheme. They are secure in the routine and willing to participate in self-chosen activities and games organised by the adults. Staff are generally well deployed within the setting to support children's care and learning as they spend most of the time with the children. They sit with the children at the playdough table encouraging them to count and discuss shapes. Children spend too long sitting as they move from circle time to snack time and as a result, children are distracted and start to fidget. Staff use the 'Birth to three matters' framework to plan activities in line with each aspect. Children's development is suitably recorded using photographs of them involved in their play.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are excited and motivated to learn as staff suitably intervene to support their curiosity and help them concentrate. Staff use carefully framed open-ended questions to assist children to observe the differences and properties of wet and dry sand as they build sand castles. Children play with purposeful first hand activities. They write a shopping list to visit the pretend shop. They 'read' the labels and pay for their shopping. Staff ask them about which shops they need to visit to buy the required items. However, opportunities are missed for children to use the outside area to develop their learning. Children make sound progress towards the early learning goals as staff include all the areas of learning and many of the stepping stones within the curriculum. Staff are in the process of changing the planning system and are currently observing the children to gauge their interests and current stage of development. This information will be used to develop a planning system to help children move to the next steps in their learning.

Children see numerals displayed within the setting and in books and puzzles. They are expected to know that there should be no more than three children using the climbing frame but the lack of a label limits chances for children to use numerals for a purpose. There is one-to-one support for children to learn to use the touch screen computer. Staff model good technical language to the children as they discuss creating a new folder and saving a file. Children's work is named and dated and printed in colour for the children to take home. Children have valuable opportunities to demonstrate how books work as they read to the other children using a book they brought for the interest table. Children are learning through their senses as they experience fast and slow rhythms as they use the musical instruments.

Helping children make a positive contribution

The provision is satisfactory.

Children feel valued and are developing secure relationships as staff are readily available to welcome children and parents on an individual basis. Photographs of the children are displayed with captions detailing the things they like at pre-school, helping children develop a sense of belonging. Children are confident to speak about the items they brought for the interest table in a large group. Children's independence is suitably encouraged as they spread their crackers at snack time and pour their own drinks. When playing in the sand tray they are encouraged to independently fetch water. Children are beginning to understand their own needs and to respect the needs of others as emotions are discussed with books, stories and songs as part of the current theme. They have the opportunity to play alone or in small groups and are beginning to form friendships. Children behave well as staff are skilful role models, they praise and encourage the children frequently. Good strategies within the routine help children to sit comfortably for registration and circle time. Children are all encouraged to take a corner of the blanket which they shake while repeating a rhyme and then place the blanket on the floor. Children get a turn at being responsible for displaying the card announcing 'tidy up time'. They say a thank you prayer at the start of the session. Children's spiritual, moral, social and cultural development is fostered.

There is a satisfactory system to identify children's needs and to ensure they receive appropriate support strategies. However, staff have yet to consider how children can be fully integrated into the setting before being fully toilet trained which limits children's equality of opportunity.

Children are learning about the wider world as they discuss the weather and calendar during registration time. They acknowledge important events in their lives and some festivals. Children are encouraged to feel valued and free from discrimination as the play materials reflect diversity and show positive images of boys and girls.

The partnership with parents and carers is good. Parents are well informed of the children's development as they are invited to frequent parents evenings. Records kept on the children's progress are shared with the parents and they can contribute their views on the children's development. Parents stated they valued the information sent home on the daily activity sheets. They are involved in their child's learning as children bring exhibits for the interest table linked to the current theme and they are encouraged to share books and stories as the setting has developed a range of story sacks that children can take home.

Organisation

The organisation is good.

Children's care is enhanced by the effective organisation. Children are well protected as there is a robust recruitment procedure ensuring staff are suitable and well introduced to the setting's policies and procedures. Staff have a sound knowledge and understanding of childcare. They undertake professional childcare qualifications and a range of short courses. Information from a recent course on equal opportunities has raised an awareness of the need for different types of cooking equipment in the home area.

Leadership and management are satisfactory. Staff are committed to improving the education of children. They have identified the strengths and weakness of the setting through regular team meetings, appraisals and regular informal discussions. They are in the process of implementing changes to the planning and assessment system to improve the individual learning opportunities for each child. Staff have recognized the need to review the use of time and an increased use of the outside area to ensure children are fully occupied. Staff have a sound knowledge of the Foundation Stage as they monitor teaching and learning by using the stepping stones and early learning goals in the 'Curriculum guidance for the foundation stage'. Overall children's needs are met.

Improvements since the last inspection

At the last care inspection the pre-school agreed to complete the accident book, fire log book, update children's information and make sure there is information on the child protection procedures and special needs code of practice available.

Children's welfare and safety has improved as the setting has completed all the recommendations thoroughly. A fire log book with details and evaluations of the fire drills are kept termly. Accident records include details and diagrams of any incident or accident. There is a secure child protection procedure including details of the Local Safeguarding Children Boards. The special needs code of practice is used by the setting to ensure children's needs are quickly identified.

At the last nursery education inspection the setting agreed to improve the planning for mathematics and literacy. Planning systems are currently under review to ensure they are linked to the needs of the individual child. Plans detail various activities which expand children's understanding of literacy and number. Children have very good opportunity to experience literacy as the environment is rich with print. Staff use good opportunities to count with the children as they build a tower with the large wooden bricks. Children explore weights as they experiment with a set of scales.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the use of the outside area to promote the good health and learning opportunities for children (also applies to nursery education)
- review the policy with regard to admitting children to pre-school whilst being toilet trained.
- review the routine of the session to ensure children are purposefully occupied (also applies to nursery education).

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk