



Twinkle Toes Preschool

Inspection report for early years provision

Unique Reference Number EY255234
Inspection date 02 November 2005
Inspector Deborah Kerry

Setting Address Trimley Methodist, High Road, Trimley St Martin, Suffolk, IP11 0RN
Telephone number 07984 418470
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Registered person Twinkle Toes Preschool
Type of inspection Integrated
Type of care Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Twinkle Toes Pre-school is owned by two directors who work with the children in the provision. It serves the local community of Trimley St Martin and also takes children from the nearby villages of Trimley St Mary, Kirton and Felixstowe. A maximum of 24 children may attend the setting at any one time. The pre-school is open on Mondays from 08.00 to 13.00 and from 08.00 to 16.00 Wednesday, Thursday and Friday during term time. There is a holiday club available which is open from 08.00 to 16.00

on various days during the school holidays.

There are currently 42 children aged from 2-5 years on roll. Of these 19 children receive funding for nursery education.

The pre-school employs six staff. Three of the staff hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have regular access to equipment that promotes their physical development. They access the outside play area at each session, weather permitting, where they use bicycles, scooters to ride and hoops to roll. Inside they can access the climbing frame to climb and balance, or tunnels and tents to crawl in. There is a quiet area with bean bags for children who want to rest or sit quietly.

Children's health is promoted as there are policies in place for excluding sick children, for administering medication and recording accidents. Staff all hold first aid and food hygiene certificates which ensures they are aware of the correct procedures to follow to promote children's health and prevent the spread of infections. Children are encouraged to wash their hands before eating. They are supported with potty training and there are clear, effective procedures in place for nappy changing.

Children are offered healthy options for snacks which promotes their growth, for example, they have fruit. Through cooking activities children learn what food they need to eat to help them to stay healthy, as they make salad, chapattis and cakes. If staying for lunch children bring a packed lunch, items that need to be kept cool are labelled and stored in the fridge.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted as staff monitor entrance doors at arrival and departure times and there are locks on the doors and chains which prevents access from unknown visitors. Children are able to access toilets independently and the written floor plans show the lay-out of the room, which enables children to move around safely and promotes their independence when washing their hands and toileting.

The safety checklist that staff use for setting up equipment and resources protects children from potential hazards and ensures that resources are accessible to all children. There is a wide range of resources and activities available at each session which promotes children's development. Children's safety is promoted as there are clear procedures for evacuating the building in an emergency. When the outside play

area is being used staff use walkie talkies to keep in touch with staff inside, which helps to keep children safe when they move between areas.

There are comprehensive policies for child protection in place that follow local Area Child Protection procedures. All the staff have undertaken training and have a good understanding and knowledge of what to do and who to contact if they were concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children have access to a range of good quality resources and equipment that is available to all children at each session and which promotes their all round development. Staff use props and puppets to enrich children's experience and sustain their involvement when reading stories and at song time.

Children's self-esteem is developed through lots of positive praise. Each day there are 'special helpers' for handing out snacks. Children are encouraged to try new activities, they are listened to and are all included by staff, who praise and value the work they have done.

The staff have started to implement resources and activities for children under 3 years through using the 'Birth to three matters' framework which benefit the younger children and helps with their development, however staff do need to develop their knowledge and understanding regarding the framework.

Nursery Education.

Teaching and learning is good. Plans are clearly linked to the early learning goals and stepping stones and covers all six areas of learning, topics and themes included reflect and develop children's understanding of our multi-cultural society. The adult-focussed activity shows clear differentiation for all the ages and abilities of the children who attend.

Staff carry out regular observations on children, these are recorded on children progress files and used when planning future learning, however, children records do not show the next step in their learning. Staff use lots of open-ended questions to develop children's thinking skills and children relate well with the staff. Staff give lots of praise and encouragement for children's positive behaviour and for their achievements, through the use of stickers or badges for special helpers.

Children's word and letter recognition is fostered as each week they learn a new letter, their self-esteem and confidence is developed as they stand up in front of others and talk about an item of 'treasure' brought in to show at circle time. Plans include topics where children can investigate the 'water cycle' and what happens to rain and which items will sink or float as they play with water. The large hall allows for a variety of large equipment to be used inside at each session, this promotes children's physical development. Children's imagination is well fostered through the themed and well resourced role play area where they can act scenarios as they visit

the 'hairstylists'.

Children use programmable toys in the role play area and a computer with an adapted keyboard that is suitable for younger children which encourages them to investigate technology. They are encouraged to develop their mathematical thinking and use comparative language like 'more and less' when they add and remove items using weighing scales, 'long or short' through the use of tape measures and 'compare bears' for calculating.

Helping children make a positive contribution

The provision is good.

Children are listened to by staff, who get down to their level when speaking to all the children. Activities are adapted to the different ages of the children attending to ensure that all can take part and are included. Children are learning about other cultures through topics on different world celebrations, cooking and tasting foods from different countries.

Regular observations are done on children and if any concerns arise, the staff seek advice and support from the Early Years Partnership to support children who have special educational needs. An individual education plan is worked out and implemented so that children who need additional support can make progress in their development.

Staff have a calm and consistent attitude to behaviour management, the rules are displayed and set out in simple terms to children's level of understanding, children are learning to take turns and share so they know what is expected of them. A "magic sign" is used where staff raise their hands, to attract the children's attention for a change of activities, which all the children understand and follow.

Partnership with Parents and carers is good.

Parents are free to stay at the group for as long as they want when children first start, they are given a prospectus with information on the setting and complete registration forms and a booklet 'all about me'. If children are in receipt of funding for nursery education then parents are also given information on the Foundation Stage. A notice board provides information on topics, themes, fund raising and who is in charge. Open evenings are held each term for parents to discuss their child's progress with staff. Children's development files are sent home and parents can add to them and make comments on their child's progress. Children can choose books to take home to share with their parents, there are rotas for parents to come in and help which enables them to be involved and see the experiences provided for their children's learning first hand.

The provision fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Both play leaders are qualified to level 3, there is a staff training plan in place for the development of staff, which ensures children's needs are met and staff have a good understanding of child development. There are clear, effective induction procedures in place which all new staff undertake and there are additional staff available to cover for holidays or sickness which ensures there are sufficient staff looking after children at all times.

All documentation is up to date, and all records are kept confidential.

Leadership and Management is good.

Meetings for planning are held each term, staff meeting each Monday and a briefing every morning, for staff to clarify their responsibilities. Staff work well together as a team, there is good communication on activities and on children in the setting.

There is a key worker system in place and observations are done on children regularly to ensure they are making progress in their learning and development. The activities provided are evaluated for future use, these are adapted or changed around if they do not work which ensures children's needs are being met. All the staff are enthusiastic and it is clear they enjoy their jobs and working with children, they are all involved with planning activities to promote children's learning. The staff are kept up to date with any changes in legislation through regular staff meetings and are supported by the play leaders, which enables them to develop their practice and meet children's needs. The provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record 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):

- develop staff knowledge and understanding on the 'Birth to three matters' framework

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):

- develop children's progress records so that they show the next step in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk