

# Twinkle Toes Pre-School

Inspection report for early years provision

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**Unique reference number**

EY255234

**Inspection date**

11/12/2008

**Inspector**

Moira Oliver

**Setting address**

Trimley Methodist, High Road, Trimley St Martin, Suffolk,  
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**Type of setting**

Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Twinkle Toes Pre-school is a privately run group which opened in 2003. It operates from the Methodist church hall in Trimley St Martin, Suffolk. A maximum of 24 children can attend the pre-school at any one time. The pre-school is open each weekday, apart from Tuesdays, from 08:15 until 15:15 during term time. Children attend for sessions from 09:15 until 11:45 and from 12:45 until 15:15 and there is wrap around facility for those who wish to attend for lunch and before or after the sessions. During the school holidays a holiday club is provided according to the demand (usually two days per week) for children aged between two years and ten years. The children have access to a secure enclosed outdoor play area and there is level access to the premises.

There are currently 46 children in the early years age range on roll. The setting receives funding for nursery education. Children come mostly from the local catchment area and the setting works closely with the local primary schools. The pre-school supports children with learning difficulties and/or disabilities and also children who speak English as an additional language. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

The pre-school employs six staff. Five of the staff hold appropriate early years qualifications and one member of staff is currently working towards a qualification. The pre-school receives support from Early Years Consultants from the local authority. The setting gained the Suffolk Quality Assurance certificate in June 2008.

## Overall effectiveness of the early years provision

The setting is highly effective in ensuring children make good progress towards the early learning goals. The environment is safe, secure and welcoming. It is set up invitingly for play and children are happy and enjoy their time in the pre-school. Strong leadership and reflective practice ensures that the provision is always improving and is very much led by the children who attend. Exemplary partnership with parents and other agencies, such as the local schools, support the children to develop as individuals and access the support they need.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the wording for permission for emergency medical treatment and advice is in line with the Early Years Foundation Stage and provide evidence to show that parents are informed after medication is administered
- promote children's good health further by providing a wider choice of healthy snacks and develop ideas to ensure children receive a healthy lunch.

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

The staff work as an extremely effective team under strong, clear leadership. They are valued, consulted with and contribute their ideas. During staff appraisals they are encouraged to communicate their aspirations and ideas for the future and identify individual training and development needs. Professional training is highly valued and staff feed back ideas from courses and are supported to put them into practice. For example, the development of a construction area has improved the children's environment and capitalised on their interests.

The staff are continuously reviewing their practice, reflecting on all areas including the environment, planning, routine and their own practice ensuring they successfully meet the children's needs. For example, recent reflection identified a need to increase opportunities for children to problem-solve and use numeracy. A sorting office was created where children sort items into categories, extending their knowledge and vocabulary of shape, size and quantity. The staff's strong commitment to continuous improvement is evident in their reflective practice.

Robust recruitment and vetting procedures are in place to ensure all adults are suitable and have appropriate qualifications, training skills and knowledge in order to care for the children appropriately. All staff are very aware of their roles and responsibilities in safeguarding children and are confident to put procedures into practice when necessary. The provision is significantly enhanced by policies and procedures which are implemented consistently and all documentation is in place. Communication between the leader and the staff is excellent, they have short daily meetings and full staff meetings every half term to ensure all staff are involved and informed. Planning is shared and they reflect on recorded observations of the children to inform future planning for individual children.

The setting works extremely closely with the parents valuing the vital role that they play in their child's progress and development. Parents are invited to many events throughout each term which are planned to involve them and inform them of how their children are progressing in the Early Years Foundation Stage. For example, a parent commented on a questionnaire that the garden could do with some improvement, several parents took part in making a textile caterpillar, a waterwheel, weaving and tile pictures with the children. They are involved in their children's records and contribute to their 'learning journeys'. Parents are very happy with the care and education their children receive, they feel welcomed, involved and find the staff both friendly and approachable. A highly effective key person system ensures that staff get to know individual children and their families well and work together to meet the children's needs. The setting also works closely with other agencies and they have formed close links with both the local primary schools. Children are supported in their transition and information is shared with other professionals who work with the children to meet their needs.

## **The quality and standards of the early years provision**

The high quality planning and organisation ensures that every child enjoys and is suitably challenged by the learning experiences provided. Children are confident, happy and settle well. They make choices throughout the sessions as they independently select the resources and activities. They use the available space very well, independently setting up role-play in the hallways and having free-flow access to the outdoor area. Children are given a five minute warning before the activities are packed away, providing them with the opportunity to finish off what they are doing. Positive relationships are built with staff and their peers and some children help others by putting their shoes on for them and doing them up. Children are supported to settle through a variety of techniques, staff find out their interests and provide resources to build on these interests. For example, they turned the climbing frame into a Pirate ship and made maps for hidden treasures.

Children have lots of opportunities to communicate with each other and the staff. The staff encourage and support this by actively listening and taking a genuine interest in the children. The print rich environment supports children to understand that print carries meaning, they order meals in the 'restaurant' from menu cards and find their name cards when they come to snack. Stories are enjoyed in large groups, small groups and individually and puppets and other prompts are used to engage the children. Children are beginning to problem solve and one child carefully stacked three stools on top of each other in order to reach the taps to wash her hands. Children explore their own environment as they go on visits in their local community. For example, outings to the local farm to pick fruit and see the pigs, bus trips to the beach and finding out how sausages are made in their local sausage shop. They learn to respect each other by exploring differences and similarities as they discuss and take part in a range of festivals and use resources that promote positive attitudes to diversity. Children develop their physical skills as they balance, climb, slide, pedal and scoot both indoors and outdoors. They enjoy digging in soil and sand and sweeping it up. Some are adept at using tape dispensers and manage wrapping pretend presents with very little adult support.

Staff have an excellent understanding of the Early Years Foundation Stage and how children learn. Their commitment to responsive planning is a strength and children benefit from staff who build on their individual interests and challenge their thinking. For example, resources and support were provided for a child to make a birthday party for the toy cat. Invitations were written and handed out to the other children, presents were wrapped and they all enjoyed singing 'Happy Birthday'.

The safe and supportive environment enables children to thrive. The premises are secure and staff are vigilant carrying out thorough risk assessments. Children are dealt with appropriately when they are ill or have an accident by staff who are caring and trained in first aid. Written parental permission is sought before administering medication and parents are informed afterwards. However, there is no written evidence, such as a signature, to show that parents are informed. Written parental permission is requested when each child starts to enable staff to seek emergency treatment, however, the wording is not in line with the Early

Years Foundation Stage and does not cover them for all emergency situations, potentially compromising the children's health and safety.

Rolling snack ensures children can choose to come and eat when they are hungry and drinks are usually available throughout the session ensuring they are not thirsty. They learn about foods that are healthy through discussions and books and take part in fruit picking, planting and eating during the summer. However, there is not always a wide choice of fruit available and sweet biscuits are sometimes offered as alternatives. Staff encourage parents to provide healthy lunches and encourage the children to eat the savoury items first, however, some children do not have many healthy options to choose from, limiting their access to healthy foods.

Children learn respect for others in a relaxed, calm and caring environment where staff use consistent strategies to promote positive behaviour. Children who are hurt or upset are comforted and puppets are used to help children to understand what is expected of them. Staff remain calm throughout, supporting the children to feel safe, cared for and valued.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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 Early Years Foundation Stage.

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.