

# Twinkle Pre-School

Inspection report for early years provision

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EY219237

**Inspection date**

19/11/2009

**Inspector**

Cordalee Harrison

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Twinkle Pre-School registered in 2002. The preschool is registered on the Early Years Register. It is situated in the New Life Church in Dunstable, Bedfordshire. A committee of church members who are volunteers manages the preschool. The preschool is founded on Christian principles. Children from the local community attend the preschool. The premises consist of a large hall, two smaller rooms, kitchen, toilets and washing facilities. There is a secure rear outdoor area for children's activities.

The preschool is registered for 24 children in the early years age group. Currently there are 26 children on roll; they are all in the early years age group. The preschool receives funding for nursery education. Children attend a variety of sessions. The preschool opens four days a week during school term. Sessions are from 9.30am until 12.30pm on Mondays and from 09.30am until 3.30pm on Tuesdays and Thursdays and 9.30am until 12pm on Fridays.

The preschool employs four members of staff, they and a volunteer work directly with the children. All staff hold relevant childcare qualifications to level 2 or above. Currently, three members of staff are studying for higher qualifications; these include the person in charge who is studying for a degree in education and two staff who are studying for level three qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children and their parents receive a warm welcome in the preschool and most children are settled and contented. Overall, the preschool provides age appropriate activities and resources for the children; children are engaged in purposeful activities most of the time. However, activities are not always sufficiently differentiated between older and younger children. The preschool maintains open lines of communication with all parents and this keeps them abreast of the preschool's activities. Parents know their children's key person and there are opportunities for parents to provide information about their children's starting points. The preschool shows reasonable capacity for improvement. They have addressed most of the recommendations made at the previous inspection. There is acknowledgement that planning for individual children is not a strong feature in the preschool at present. However, the preschool is eager to gain improvement. They are working with educational professionals from the local authority's early years department to improve this area of practice for the benefit of all of the children in a timely manner.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- keep records of all of the information that the preschool uses to assess suitability to demonstrate to Ofsted that all checks have been done (Suitable people)

10/12/2009

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

- review the deployment of the preschool's resources and make sure that they are always used in a manner that is most beneficial to all of the children
- improve planning to ensure that all children consistently experience learning that introduces them to all aspects of the areas of learning and make sure that activities are sufficiently differentiated for younger and older children
- improve observation records to ensure that the next step for all children is consistently identified and that their progression is securely linked to the expectations of the early learning goals
- improve the arrangements for managing drinks that parents provide for children and make sure that all children have access to fresh drinking water each day
- make sure that the arrangements for children to dry their hands is appropriate to minimise the risks of cross infection between individuals

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

The preschool safeguards children and meet their learning, development and welfare needs to a satisfactory standard overall. However, leadership and management of the setting are based on incomplete knowledge of the Early Years Foundation Stage and guidance. This results in weaknesses in several areas of the preschool's practice. The preschool's recruitment and vetting procedure is sound. This ensures that only staff who are cleared through the vetting procedure are alone with children. However, the preschool does not retain records of all the information it uses to assess the suitability of all staff. Therefore, not all of the specific legal requirements are met.

Children are safe and secure in the preschool, all staff are cleared through the vetting procedure. Staff have good knowledge of child protection issues; they are clear about their role to protect children from harm. They know the main types of abuse and the signs and symptoms that indicate that children are at risk of abuse and neglect. Staff are clear about lines of communication to deal with issues of concerns about children's welfare. The setting's policies are accessible to parents each day. Documentation, such as staff, and children's attendance records, accident, medication and visitor records, are in place; they are accurate and up to date.

Although there is a process for monitoring the preschool's activities, it does not identify all areas for improvement. Some priorities for improvement are managed effectively to drive improvements. For example, the setting is currently supporting a number of staff to gain higher-level qualifications. However, the evaluation

process does not identify that the preschool resources are not always deployed to be most beneficial to the children. The preschool does not achieve a good balance of child-initiated and adult-led activities to ensure that all children have the opportunities to extend their learning consistently. In addition, the position in which the computer is located means it is not readily accessible to all children.

Safe and clean physical environment helps children to make good use of the available space. They move around freely to access a variety of age appropriate activities. The preschool provides children with healthy and nutritious snacks in line with healthy eating guidance issued by the Government. However, the preschool does not realise that the management of drinks that parents provide is not safe. For example, some containers are not labelled, children can access drinks that are not prepared for them and staff cannot be confident that all of the drinks are suitable for every child. Although children wash their hands regularly, including after using the toilet and before eating, the procedure for all children to dry their hands with a single hand towel is not appropriate to minimise the risks of cross infection.

Some aspects of partnership working are progressing well and this promotes equality and diversity for all children in the preschool. Staff greet all parents warmly, which puts them at their ease to discuss children's welfare needs. In addition, the preschool works continuously with parents to help staff to plan for children who are settling-in. The staff give parents verbal feedback about their children's activities each day. Parents provide some resources to support the projects and topics in the preschool. There are opportunities for parents to share their children's progress records and the preschool involves them in fundraising and social activities. Parents praise the preschool they feel that they are welcome and supported. The preschool is aware of its responsibility to work in partnership with other practitioners. They are working to develop a consistent procedure to achieve this.

## **The quality and standards of the early years provision and outcomes for children**

Staff manage large group activities of the start of each preschool session well. This enables children to practise speaking in group situations as they answer to their names. All children have the opportunity to carry out a physical activity to show their peers what they can do. This helps them to feel that they belong and to develop pride in their achievements and that of others.

Most children enjoy their time in the preschool; they experience activities that introduce them to all areas of learning. However, activity plans do not include clear learning intentions to be confident that the support that staff give to children is always sufficient to extend children's learning. This limits the opportunities for all children to achieve to their full potential. Children choose from a wide selection of play equipment and resources that are age appropriate. However, they move quickly between activities, because they do not always get the support they need to build concentration. This is particularly evident for older children; this results in some of these children not being fully engaged, at these times some children's

behaviour deteriorates and results in squabbles with their peers. The preschool has started to use information from observations of children to inform the activity plans. However, at this stage activity plans are not sufficiently developed to consistently meet all the learning and development needs of the range of children. Activities are not sufficiently differentiated for younger and older children to provide consistently challenges for older children. The preschool's observation records are not yet fully developed to ensure that each child's progression is securely linked to the expectations of the early learning goals, to be confident that they all experience all aspects of the areas of learning.

Children enjoy meaningful activities and play out in fresh air each day. They make use of the playhouse, ball run and sand tray. However, they are not able to use all of the outdoor resources. Equipment such as the tool bench is not presented in a manner that is attractive or inviting to them. Children promote their physical development, coordination and spatial awareness, as they move around freely and manoeuvre their sit and ride toys. They use the climbing frame and slide to develop large movements. They develop their understanding of safety as they use such equipment under staff's guidance, staff remind them of simple safety rules and encourage them to share and to take turns. Children demonstrate their awareness of personal safety; they put on hard hats whilst building with the bricks and blocks. Children learn to evacuate the premises as they practise the fire drill. However, records indicate these practices are irregular and insufficient to help children to build on what they know through regular routines.

There is a wide range of books available in the preschool and the reading area is comfortable for children to use, it includes some sensory resources. However, children do not make full use of the books because only a limited amount is displayed for them to see and choose from. Children use modern equipment and realistic resources in their play, such as the tills, iron and other pretend play toys, which helps them to develop skills for the future. Some children know where the computer is located and make effective use of it. They manipulate the mouse to make the programmes work, they are interested and staff help them to make sense of the words and pictures. Children are learning to make healthy choices about snacks, and topics such as healthy eating help them to consolidate learning about healthy lifestyles. However, children do not have the opportunity to help themselves to drinking water throughout the session.

Some children demonstrate that they understand what acceptable behaviour is. For example, a child explains to a peer that it is not nice to shout really loud, other children explain to an adult that they would like their peer to say sorry after displaying unwanted behaviour. To help children to develop a sense of the wider society and equality they use practical resources, which reflect people from different cultural backgrounds and people with disabilities. Practices such as fundraising for good causes, such as 'Children in Need', help children to understand that their contributions are valuable to society.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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