

Twinkle Tots Pre School

Inspection report for early years provision

Unique reference number	EY393762
Inspection date	02/12/2009
Inspector	Lynne Milligan
Setting address	25-28 Princess Street, Training Education and Enterprise Centre,, BURTON-ON-TRENT, Staffordshire, DE14 2NW
Telephone number	01283 511111
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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 Tots Pre-school opened in 2009. The setting is privately owned and managed. It operates from a first floor room within the Business and Education Enterprise Centre in Burton-on-Trent, Staffordshire. The pre-school serves the local and surrounding area and has links with the local school. There is a small enclosed play area available for outdoor play and access to a public park nearby.

A maximum of 25 children may attend the setting at any one time. The setting offers care to children aged two years to five years. This provision is registered by Ofsted on the Early Years Register.

The group opens five days a week during school term times. Sessions are from 9.00am until 12.00pm and from 12.00pm until 3.00pm. Children are able to attend for a variety of sessions. The setting consists of three members of child care staff. All hold appropriate early years qualifications and both managers are Qualified Teachers. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Self-evaluation has failed to identify a number of significant issues and as a result some of the legal requirements under the Early Years Foundation Stage have not been met. Furthermore, the effectiveness of current leadership and management in communicating ambition and driving and securing improvement is weak. Safeguarding is inadequate as some practice is limited, with procedures poorly monitored to ensure the safety of children. Inclusion sufficiently supports relationships with parents and other agencies and staff have a satisfactory approach to promoting anti-discriminatory practice. Children enjoy a basic range of activities as staff have a satisfactory understanding of the learning and development requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement the procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) 10/12/2009
- implement the procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare) 10/12/2009

- gain public liability insurance for the provision (Suitable premises, environment and equipment) 10/12/2009
- maintain records for all children with information that includes: the name and address of every parent and carer who is known to the provider; which of these parents or carers the child normally lives with and the emergency contact details of the parents and carers (Documentation) 10/12/2009
- maintain a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers (Documentation). 10/12/2009

To improve the early years provision the registered person should:

- develop an understanding of the Independent Safeguarding Authority
- carry out regular evacuation drills and record the details of any problems encountered and how they were resolved in a fire log book
- improve the record or risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident
- lead a collaborative culture of reflective practice, self-evaluation and informed discussion which takes account of the views of users to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- develop the rigor of the planning process in order to offer a balance of child-initiated and adult-led activities that consistently challenge and extend children
- improve the assessments of children's learning and development by fully utilising information about children's starting points and clearly highlighting their next steps.

The effectiveness of leadership and management of the early years provision

Safeguarding is poorly monitored to ensure the safety of all children. Systems to record the daily attendance are not consistently completed, with children's registration records either not in place or containing insufficient information to ensure such details as emergency contacts are all in place. Furthermore, policies that underpin effective practice such as the safe collection of children and procedures if a child is lost or missing are not available. Staff demonstrate a sound understanding of signs and symptoms of abuse and who to take their concerns to should the need arise. However, management do not know who to contact should they have concerns over the suitability of a new or existing staff member. Written risk assessments are carried out for all areas and equipment children may come into contact with but some details are missing. Effective safety procedures such as fire drills have not been practised to demonstrate how children can safely leave the building in the event of a fire and the setting has failed to secure public liability insurance.

Management do not have a full understanding of the welfare requirements and are yet to implement systems to effectively promote reflective practice. Their understanding of their strengths and weaknesses limit their ability to make improvements and to maintain the capacity to develop better outcomes for children. Self-evaluation has yet to take into account the views of those who use their setting, with supporting documentation weak and inconsistently monitored to guarantee its accuracy. Furthermore, policies and procedures are not always sufficiently shared with parents. Staff discuss, on a daily basis, how children are settling in and often use a variety of languages to ensure they are adequately informed. Management demonstrate sufficient capacity to engage other providers who deliver the Early Years Foundation Stage, including how they would work with external agencies to ensure continuity of care. Their ability to promote inclusive practice is sufficiently supported through a range of basic activities that encourage children to value and respect each other. Staff model anti-discriminatory practice as they regularly use positive language underpinned by a satisfactory understanding of equality and diversity.

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

Children are beginning to adopt healthy lifestyles as they enjoy a variety of fresh fruit and water during snack times. They follow sound procedures to maintain their health as they use anti-bacterial gel to clean their hands, rubbing it over the front and backs of their hands to get rid of germs. Their physical development is promoted as children use the space in the large room well, exploring their environment and developing their large muscle skills as they ride their wheeled toys. Children use a range of tools to extend their finer skills in painting, gluing and colouring. They demonstrate an adequate awareness of their own safety as they remind each other of the rules such as not allowing bikes into the tent. Children help themselves into their painting shirts, following simple instructions from staff and help to put things away when prompted. Children happily play with each other, forming secure relations with their peers. They show suitable levels of behaviour as they share, take turns and listen to staff who remind them to be careful whilst under the table looking for their ball.

Staff have a sound understanding of the learning and development requirements and have begun to gradually implement these. Although planning is not yet recorded, staff are aware of how to use the children's starting points and initial settling in observations to provide a suitable range of activities. As children enter at the beginning of the session they self-select resources that they have an interest in. Staff observe and adequately interact if and when needed. However, due to the lack of formal planning, some interactions lack focus and as a result children are not always sufficiently challenged. Some observations have started to show progress in a few areas but these are still to be developed further to demonstrate progress across all the early learning goals. Children enjoy their time at the setting and have settled well into the daily routine. Staff take an interest in their preferred toys and use this as a base to follow up other areas of learning. For example, some children are enthusiastic about the cars and spend large amounts

of time playing with these resources that come in all shapes and sizes. Staff encourage mathematical understanding as they help children develop their knowledge around numbers as they count the cars, work out how many wheels they have and if they are bigger or smaller than other cars. Other children play with the baby dolls, knowing how one works as they press their chest to make it gurgle and cry. Children role model previous experiences as they place blankets in the cots, feed their dolls or as they walk them around in the pushchair. Musical activities excite the children as they each select an instrument, rattling and shaking them in time with the rhythm of the song. Children sing along, sometimes using their quiet voices and then gradually getting louder as they are encouraged by the staff member. They enjoy the warm relations with staff who foster their independence in the free flowing environment. However at times this is a little unstructured and as a result children spend very little time engaging in specific activities. Communication is consistently promoted in a range of languages as many children that attend are bilingual. Staff use a variety of strategies to encourage children's full understanding and to engage them in conversation. This aids their language skills as they begin to structure short and simple sentences in order to make requests or as they question their understanding.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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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