

Twinkle Tots Pre School

Inspection report for early years provision

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Inspector Elaine Poulton

Setting address 25-28 Princess Street, Training Education and Enterprise Centre,, BURTON-ON-TRENT, Staffordshire, DE14 2NW
Telephone number 01283 511111
Email
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 an enclosed play area available for outdoor play. There are a number of steps leading up to the designated pre-school room.

A maximum of 25 children may attend the setting at any one time. The setting offers care to children in the early years age range from two years to five years of age. This provision is registered by Ofsted on the Early Years Register. The group opens five days a week during school term times only. Sessions are from 9am until 12 noon and from 12 noon until 3pm. Children are able to attend for a variety of sessions. The setting has systems in place to support children with special educational needs and/or disabilities.

The setting employs three members of staff to work directly with the children. All three hold appropriate early years qualifications and the two joint-managers both hold a teaching qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy their time in the pre-school group. They make good progress in their learning and development through the provision of a wide range of play activities and planned learning experiences. Most policies, procedures and records are used effectively to underpin arrangements to safeguard children's health and welfare. There is a strong emphasis placed on being inclusive and working closely with parents to support each child's individual needs and development. There are sound systems in place to share information with other professionals involved in the delivery of the Early Years Foundation Stage framework. Staff strive to develop the provision through use of the self-evaluation system and there are clear aims to continuously improve and further develop good practice.

What steps need to be taken to improve provision further?

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

- ensure the system for risk assessment covers everything with which a child may come into contact
- develop further the self-evaluation system and continually look for ways to improve the organisation of space and resources in the learning environment to ensure it remains inviting and welcoming to children and parents
- develop further the assessment system to ensure each child receives age and

stage appropriate challenges to help them reach their full potential in all six areas of learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures in this setting are good. Staff are fully aware of their duty and responsibility to safeguard children and the Local Safeguarding Children Board procedures to follow should they have child protection concerns about a child in the pre-school group. Recruitment procedures are robust and all staff members are appropriately vetted as and when changes occur. For example, all staff have appropriate clearances and all new members of staff are supervised by a vetted member of staff at all times. Most staff hold appropriate paediatric first aid certificates. Not all hazards to children are identified through the risk assessment system. For example, broken concertina doors in the main hall and no identified storage space for staff's personal belongings. This has the potential to compromise children's safety. However, staff supervise children well during all activities and effective checks are carried out before the children arrive and before they play outside or in the hall. Security is good and staff are extra vigilant at arrival and departure times. For example, parents sign their child out of the group and in addition a password system is in place. The main door to the pre-school is key-coded and kept locked during the session and visitors have to show their identity cards and sign the visitors book on entry. Children develop their understanding about keeping themselves safe through discussions and timely prompts. For example, they are reminded to 'hold the hand rail when walking carefully down the stairs', 'to walk sensibly and not to run' and to 'sit on the chair properly'. These measures help promote the welfare and safety of all children in the setting.

Most policies, procedures and permissions shared with parents are clear and promote an inclusive environment. Parents' views are sought on their child's routines, needs and achievements and their input is valued. Information about children's progress toward the early learning goals is generally shared with parents through regular discussions and via children's individual 'learning journey' folders. Profiles contain children's art and craft work, photographs of them taking part and enjoying active play and some general observations. Links are established with the nearby Children's Centre and staff plan to foster closer relationships with the local schools to support children's transition into the Reception Year. They intend to develop good relationships by inviting the teacher to visit the pre-school group before the children leave the pre-school. This helps to promote the continuity of early years provision for all children.

The setting has the capacity to improve as it has fully addressed four of the six recommendations from the last inspection and partially met the other two recommendations. The joint managers and staff team are committed to moving the pre-school forward. All staff take part in the evaluation process and are aware of the setting's strengths and areas for continuous improvement. The self-evaluation system highlights the setting's strengths as 'communication, keeping children safe, working well and valuing parents and children'. Areas for development revolve around developing further awareness of the Early Years

Foundation Stage and in particular with training to enable staff to carry out observations and assessments to ensure the outcomes for children are effective. However, the self-evaluation system is not fully effective in identifying how the play space is organised. For example, play equipment and resources are not always presented appropriately to fully promote children's all round development. This impacts on the quality of children's learning.

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

Children are making good progress in their learning and development. The initial assessment and the key person system allows background information to be shared and discussed with parents and carers in order to build a clear picture of each child's needs and individual interests. Observations and assessments are generally used well but do not always identify appropriate challenges to promote the next steps in children's learning. There are sound systems in place to support children identified with additional needs. This means that all children are included and have access to a broad range of resources to support their learning.

The learning environment is light, bright and colourful with ample posters, wall displays, pictures and books that reflect cultural diversity and disability. They are involved in ample number and letter recognition activities and most children recognise that print carries meaning. Children learn about different inventions and festivals celebrated in different countries and they explore different food textures and tastes. This is the start of a positive disposition to learning more about people in the immediate community and in the wider world.

Children are happy to choose their favourite activity and play together in friendship groups often seeking out a particular friend to hold hands with. They access a good range of table-top games and small world resources such as farm animals and construction blocks. Children spend long periods of time building 'tall towers' with colourful, interlocking cubes and some children can count up to 30 blocks in a row. Counting activities are repeated consistently in order to reinforce and consolidate learning. However, not all children are offered appropriate challenges during some adult-led games. This impacts on their learning. They are helped to increase their communication and listening skills through a range of well planned activities. They sit, look and listen to stories concentrating well. For example, they eagerly explain what is happening to Miss Polly when asked and confidently tell staff, 'She looks sad in that picture'. This supports children's learning a relaxed way.

Children are developing skills for the future as they become familiar with and begin to use interactive games and toys such as hand-held, battery-operated toys and tape recorders. Children are supervised in the bathroom and they manage their clothing and wash and dry their hands independently. They are encouraged to use the hand sanitizer before snack time and staff act as positive role models demonstrating how the hand gel is applied and confirming that this 'helps keep hands free from germs'. This impacts positively on children's all round development.

Children behave very well, they are very polite and well mannered. This is because staff have high expectations of children's behaviour. All children are encouraged to make choices and decisions in their play. They are consistently praised for their good behaviour and show each other and their parents their reward 'stickers' with great delight. Staff are consistent and fair when encouraging children to share and take turns and children work together generally well. This means they are encouraged to respect each other and to consider others' differences and feelings.

Children's health and general well-being is well supported. Children learn through a range of purposeful activities about leading a healthy lifestyle. Staff promote, inform and encourage healthy eating and they praise children who choose to eat healthily. Children have access to regular active play indoors and outdoors. For example, they are encouraged to take an active part in circle games such as 'The farmer's in his den', and they enjoy running and kicking balls, riding on bikes and scooters. Fruit is provided at snack time and children have access to fresh drinking water. These activities widen children's experiences of healthy living and healthy eating.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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