



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141880

DfES Number: 537387

INSPECTION DETAILS

Inspection Date 07/03/2005
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Twinkle Tots Playgroup
Setting Address Small Meeting Place
Glovers Lane, Heelands
Milton Keynes
Buckinghamshire
MK13 7LW

REGISTERED PROVIDER DETAILS

Name The Committee of Twinkle Tots Playgroup 1027459

ORGANISATION DETAILS

Name Twinkle Tots Playgroup
Address Small Meeting Place
Glovers Lane, Heelands
Milton Keynes
Buckinghamshire

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Twinkle Tots Playgroup has been established for over 20 years and re-registered in their present location in 2001. It operates from a community hall in Heelands, north of Milton Keynes city centre. A maximum of 32 children may attend the group at any one time. The playgroup is open each weekday from 09.15 to 14.45.

There are currently 44 children from 2 to under 5 years on roll. Of these 33 children receive funding for nursery education. Children attend from the local and surrounding areas. The playgroup currently supports a number of children who have special educational needs or who speak English as an additional language.

The playgroup employs eight members of staff, some working part time. Four staff members have relevant early years qualifications and the others are undertaking relevant training.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Twinkle Tots Playgroup provides high quality nursery education, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have an understanding of early learning goals and the Foundation Stage stepping stones. They plan the curriculum to cover all areas and aspects of learning, using a good balance of methods to encourage learning. Small group work is used to support younger ones, whilst children who are more able are challenged through effective questioning and appropriate activities. Staff follow interesting themes and use time wisely to maximise learning in several aspects of learning during each activity. However, there are missed opportunities to enable children to use some resources. There are good procedures in place to support children with special needs and staff use focused language activities to help children who speak English as an additional language. Staff manage children's behaviour well, providing consistent guidelines. They make regular observations of children's attainment and use them to plan for individual needs, although recordings do not clearly indicate ongoing progress.

The leadership and management are very good. Staff work well as a team and follow clear operational plans with designated roles. They plan effectively, setting appropriate learning intentions for focused activities. There is an evaluation procedure in place which identifies areas for improvement and staff implement changes as needed. Staff update their knowledge and liaise well with other professionals to ensure individual learning needs are met.

Partnership with parents is very good. Parents receive good information regarding the provision and children's progress. They are able to access relevant records and are encouraged to become involved with children's learning through weekly work books the children take home.

What is being done well?

- Staff plan a comprehensive curriculum with a focused activity for each area of learning every week. Staff take responsibility for an area each and link the activities into the theme currently being followed. Written plans indicate which aspects are being covered and staff are briefed before each session to ensure learning intentions are clear.
- Staff manage children's behaviour well. They use daily routines to re-enforce group rules, encouraging children to help tidy up before story time and line up before going outside. Staff act as good role models and plan activities that encourage children to work together in groups. This results in children learning to play well together, helping each other and sharing resources.
- Staff use a good balance of differing methods to encourage children's

learning. Planned activities are offered through free play, with staff deployed effectively to support children's learning. For example, whilst playing with dough, children are encouraged to count and name shapes. Children are grouped into age related key groups for a short while each session to concentrate on specific learning objectives relevant to their needs.

- The management of the group is organised well. Staff hold frequent meetings, accept clear responsibilities and work well as a team. The manager maintains an overview of the provision, but staff are encouraged to share the planning and their views are valued. Newly qualified staff are supported by the more experienced, and regular evaluation of the programme ensures children gain good learning experiences.
- Children's personal independence and self-esteem are fostered. They are encouraged to choose their own activities and resources, and to toilet and dress themselves. They help prepare the snack for the group and decide themselves when to take a refreshment break.

What needs to be improved?

- opportunity for children to use the computer on a more frequent basis
- observational recordings of children's attainment so that ongoing progress can be more easily identified through the relevant Foundation Stage stepping stones

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and motivated to learn. They concentrate well and persist to complete tasks, for example when painting their hands. Children work together harmoniously, helping each other with puzzles and taking turns at activities. They have high self-esteem and are confident about volunteering for responsibilities, showing pride when they have achieved. They demonstrate care and consideration, and an understanding of other's needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language well to communicate ideas and describe events. They have a widening vocabulary, learning the names of bones as they do a picture of skeletons. They can recognise letters by shape and sound and confidently list words beginning with the same sound. Children enjoy and handle books appropriately and listen attentively at story time. All are practising emergent writing and the more able are beginning to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count and name numbers, practising frequently in daily activities. They are beginning to understand basic number operation and know when groups of objects have more or less than others. They can recognise and name basic shapes and can sort and match objects by size and colour. Children are able to recreate pattern and are beginning to understand measure by preparing ingredients for cooking. They use mathematical language appropriately to describe size and position.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and examine features in the world around them. They investigate differing forms of light using torches, candles and lamps. They design and construct using a range of materials and know how to use technical equipment to support their learning, although they do not have frequent use of the computer which is available. They have an understanding of time and an awareness of their surroundings. They have a growing knowledge of their own cultural beliefs and those of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are gaining control and co-ordination of their bodies, climbing, balancing and jumping confidently. They use space around themselves wisely, practising to aim expertly with balls and steer bikes around obstacles; they use a range of small and large equipment and tools with skill. Children have an understanding of how their bodies grow and keep healthy through daily practise of personal hygiene.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore colour and a variety of differing mediums such as clay, sand and corn flour. They enjoy music and song, repeating favourite rhymes and making musical shakers. They use their imagination in art and drama using hand puppets in their role play and doing sand and bubble paintings. They can express emotions freely and use their senses to describe and distinguish things.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- how the recording of children's attainment can more clearly indicate ongoing progress through the Foundation Stage stepping stones
- how children may have more opportunity to use the computer equipment available.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.