

Twinkle Pre-School

New Life Church, 80a Houghton Road, Dunstable, Bedfordshire, LU5 5AD

Inspection date

26/11/2012

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff support children's communication and language well through a wide range of activities and opportunities to see and hear familiar words.
- All children, including those with special educational needs and/or disabilities, make good progress in their learning and development because staff plan varied activities to meet their needs.
- Staff have a very sound understanding of how to help keep children safe as they attend regular training to update their knowledge and skills.
- Well-qualified staff understand how children learn. They promote chances for children to extend upon what they know and challenge them to achieve well.

It is not yet outstanding because

- Children have access to a limited range of activities that will help them to develop their early writing skills.
- Staff do not always encourage children's independence in familiar routines. For example, they do not encourage them to pour their own drink and clear away their plate at snack time.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector sought the views and opinions of parents and carers.
- The inspector observed staff interaction with children at play in the three rooms.
- Samples of planning, observation and assessment were examined.
- The inspector and leader carried out a joint observation of children at play.
- Documentation relating to qualifications and suitability of staff was checked by the inspector.

Inspector

Hayley Marshall

Full Report

Information about the setting

Twinkle Pre-School was registered in 2002 on the Early Years Register. It is situated in the New Life Church in the Dunstable, Bedfordshire and is managed by a committee of church members who are volunteers. The pre-school is founded on Christian principles. The pre-school serves the local community. It operates from a large main room and two smaller rooms and there is a fully enclosed garden for outdoor play.

The pre-school employs five members of childcare staff. The leader and manager hold Qualified Teacher Status, and two further staff have appropriate early years qualifications

at level 2 and 3. The pre-school opens Mondays from 9.30am until 12.30pm, Tuesdays and Thursdays 9.30am until 3.30pm and Friday from 9.30am until 12pm, during term time only. Children may attend for a variety of sessions. There are currently 16 children attending aged between two- and three-and-a-half years old. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase children's enjoyment of practising their early writing skills by providing more opportunities to do so in an appealing manner
- encourage children's independence by allowing them greater involvement in their routines, such as pouring their own drinks and clearing away their plates at snack time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff greet children warmly when they arrive at pre-school. Children register themselves using their name cards and take delight in pressing the 'question of the day' on a talking postcard. This helps them to recognise familiar words and also enables them to hear a variety of different voices, while increasing their ability to listen. Consequently, children make good progress in their communication and language and are skilful in initiating conversation and expressing themselves clearly. Staff use the large space within the main room well to support children's physical development. They enjoy a wide range of activities that challenge them and promote stretching, climbing and coordination. Children are aware of how to use the large equipment, such as bikes and footballs, safely. They avoid bumping into toys and keep the equipment at the top end of the room away from others who are playing. Children are equally as aware of each other when playing together in the kitchen area. They discuss what they might make for dinner and take turns to use the utensils. Children's consideration for each other and ability to play together harmoniously, helps them to settle quickly and enjoy their time at pre-school.

Staff plan a wide range of activities for children to enjoy as they move freely between rooms and the outdoor area. Staff support children's learning through sensitive

questioning, allowing children to explore their own ideas and knowing when to step back and allow children to direct their own play. Generally, children explore all activities with enthusiasm. However, there is scope to develop the opportunities for children to practise their early writing. Children infrequently visit the area to express themselves through drawing, writing and creating.

Staff develop creative links with parents, for example, by using 'Twinkle Bear'. The bear travels home with different children each week, who record his experiences in a book to share at pre-school. The bear is important to children, who care for his needs by brushing his teeth and washing his face and paws with his personal flannel. This helps children to understand the importance of good hygiene and helps them to feel special, as they take responsibility for caring for the bear.

All children, including those with special educational needs/or disabilities, make good progress in their learning and development because staff have a strong understanding of how to support them. Activities suit children's differing needs and ages well. When staff identify children's strengths they seek to further challenge what they can do because they have high expectations for them. This means that children are gaining the necessary skills that need to be successful in their future learning.

The contribution of the early years provision to the well-being of children

Staff develop warm and trusting relationships with children because they gather information from parents to help them to settle when they start the pre-school. Children are close to their key-person, who takes an active interest in developing activities to meet their needs. For example, when children roll balls with play dough, staff make a goalkeeper inside a box tipped on its side to provide children with a goal for their football. Children are learning to think for themselves, as they move around the pre-school and make choices about what and where, they play. They know how to manage their own personal hygiene and wash their hands in preparation for snack time. However, children are not fully independent in all their routines. At snack time some children pour their own drinks, while others wait for adults to do it for them. Staff do not always encourage children to have a go for themselves, as they pass around the snack and clear children's plates for them.

Children play in the garden in all weather and enjoy the freedom of moving indoors and outdoors as they wish. They have many chances to develop use of their large muscles when indoors and outdoors. This helps them to understand the importance of remaining active as part of a healthy lifestyle. Staff encourage children to manage risks for themselves. When using the climbing frame, they allow children to work out how to climb safely. By keeping a safe distance, staff allow children to try for themselves before asking a familiar adult for help if they feel they need to. This helps to raise children's self-esteem, as they test out what they can do, and feel a sense of achievement when they do not need help. Effective praise and encouragement from staff, further makes children feel secure and confident. The pre-school establishes positive links with local schools. The leader invites teachers to attend the pre-school in order to share information and meet

children before they make the move into school. This good management of transitions helps children adapt to the move successfully.

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

All staff have a good understanding of how to keep children safe as they move with children to maintain supervision in all areas. The management team place high importance upon the safe recruitment of staff. They put into place effective measures to confirm identity, seek references and check suitability of new staff. A period of supervision of all new staff helps to make sure that each is aware of their individual responsibilities. Consequently, staff know the signs and symptoms that might cause them concern about children's welfare and where to report any concerns. The management team review their policies and procedures at regular intervals to test their effectiveness. This means their implementation is effective and meets children's needs well.

Staff are keen to further their knowledge and development and access a range of courses to support their provision for children's welfare, learning and development. For example, they undertake courses relating to the care of two-year-olds to prepare them suitably to carry out the progress check at age two. A staff training plan helps to identify areas of training needs within the staff team, and opportunities for staff to develop professionally. This means that the staff team are up-to-date in their knowledge and understanding of changing frameworks and requirements. In turn, this helps them to provide quality care for children.

The pre-school uses accurate self-evaluation to effectively identify their areas of strength and weakness. Information that parents and children provide helps the leader and management team to focus upon priorities, leading to positive improvements for children. The pre-school consistently addresses recommendations raised from previous inspections, demonstrating a strong capacity to continue to maintain improvements in the future. When children's well-being and development causes concern, staff take swift action to obtain further support. They work closely with other agencies that care for children in order help them to provide care that meets children's individual needs.

The close relationships staff form with parents, helps with the sharing of important information. Staff use a variety of methods to communicate with parents, such as, newsletters, notice boards, a website and information table. Regular parent/carer sessions allow parents to attend the pre-school to discuss their children's progress and look through their development files. This helps them to feel part of their children's care and support their children's learning at home. Parents are highly complimentary of the care their children receive and have confidence in the staff who care for their children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY219237
Local authority	Central Bedfordshire
Inspection number	819552
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5

Total number of places	24
Number of children on roll	16
Name of provider	The Trustees of New Life Church Bedfordshire Trust
Date of previous inspection	19/11/2009
Telephone number	01582 534567

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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