

Twinkle Star Pre-School

Grange Community Centre, Pilgrim Drive, MANCHESTER, M11 3TQ

Inspection date

Previous inspection date

07/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Teaching in the pre-school is good and all children are making good progress with their learning and development in relation to their starting points. Skilled and knowledgeable practitioners provide exciting and challenging activities for all children across all areas of learning and development.
- The owners and manager have a good knowledge of the Early Years Foundation Stage framework and their responsibilities in meeting the learning and development requirements, as well as their responsibilities in meeting the safeguarding and welfare requirements.
- There is a well-embedded key person system in place, which supports children's emotional well-being. Parents speak highly of the pre-school and state that they feel their children are safe, secure and challenged while in the pre-school.

It is not yet outstanding because

- There is scope for the practitioners to make greater use of mealtimes to discuss healthy lifestyles with the children and the food which they are eating to further support them to make healthy choices.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector introduced herself to the owners and the manager.
- The inspector toured the playroom and outside area.
- The inspector introduced herself to parents and spoke with two parents about their views of the pre-school.
- The inspector discussed the children's learning and development with the key person and looked at their assessment records and planning documents.
- The inspector held a meeting with one of the owners and checked evidence of suitability and qualifications of practitioners working with children.
- The inspector carried out a joint observation with one of the owners.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Twinkle Star Pre-School was registered in 2013 on the Early Years Register. It is one of two provisions owned by the same company. It operates from the Grange Community Centre, Manchester. Children have use of a large playroom and an outdoor play area. The pre-school serves the local area and is accessible to all children.

The pre-school employs six members of childcare practitioners. Of these, five hold appropriate early years qualifications at level 3 and one at level 2, including one with Early Years Professional status. The pre-school opens Monday to Friday term time only. Sessions are from 9.10am until 11.40am and 12.15pm until 2.45pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational 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:

- support practitioners to make greater use of mealtimes to discuss and promote healthy lifestyles and foods with the children to enhance their learning and encourage them to make healthy choices.

Inspection judgements

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

The indoor and outdoor environment of this pre-school is welcoming and there is a range of good quality resources available which are clearly labelled and accessible for the children. As a result of this, children enter the pre-school and confidently and independently move to the area of provision which they want to play in and select the resources which they wish to play with. Parents are encouraged to stay for the first few minutes of the session and the practitioners set up activities for parents to engage in with their child with prompts in the areas to give parents ideas of questions to ask and language to use. Children respond well to this engaging with their parents in activities and parents comment that this is beneficial to them and supports them in facilitating their children's learning at home. Parents explain that they find this time also provides an opportunity to discuss their child's needs and share ideas on how to support these. Parents speak highly of the pre-school and the practitioners and state that they feel their children have made good progress during their time at the pre-school. Parents feel confident in speaking to their child's key person regarding their children's learning and development. As a result of this, there is continuity in the children's learning between the

pre-school and home. The parents' evening which is held each summer provides a further opportunity for parents to discuss their child's needs and learning and development with the key person. Parents are encouraged to contribute to their children's records by posting their own observations, either on a designated wall in the pre-school or through the website. These are used to form part of the children's monthly assessments. The practitioners are deployed well throughout the playroom and they support children when required, for example, reminding them to put on aprons when playing in the water tray. Practitioners play with and alongside the children throughout the session, talking to them and asking questions about their play. Children have access to a large outdoor area throughout the session. The outdoor environment includes interesting learning opportunities for children. There are lots of opportunities for children to throw large balls to each other and practitioners and there is a variety of large fixed equipment to help them to balance and climb. A small group of children have great fun as they take turns balancing skittles and rolling a ball to knock them over. Practitioners support the children to think critically encouraging them to think about how the wind is causing the skittles to blow over. The children demonstrate great attention and perseverance with this activity.

Robust procedures are in place to observe and plan for children's next steps of learning. Each child has a booklet that clearly focuses on their learning and development. Teaching in the pre-school is good and children are making good progress with their learning, as a result of practitioners creating an exciting and challenging environment which meets the needs of all children. Clear starting points are identified for each child during their first few weeks in pre-school, these are agreed with parents. Each key person focusses on one child in their key group during each session, spending extra time observing and assessing that child's stage of learning and development and supporting them to make progress. All practitioners record observations and assessments of children during the session and carry out planned activities which support the individual needs of the children. All practitioners have a good knowledge of the stage of learning and development of their key group and are skilled at identifying gaps in learning and effectively plan activities to support the children in these areas. Practitioners are particularly skilled at supporting children with behavioural problems and speech and language concerns. Children with English as an additional language are supported by their key person who also works closely with the parents. For example, they ask for key words in the home language which support the practitioners to communicate with the children.

Practitioners know the children within their key group very well. They understand and respond to the needs of the different age groups of the children by planning activities which support the individual children's stage of learning and interests. Play is purposeful and the pre-school is well resourced and planned, as a result, children move confidently and freely around the pre-school. There is a good balance between adult-led and child-initiated activities. Children enjoy making marks with a freely available range of resources, including crayons, pencils and paper. They learn to recognise letters as they register themselves into the setting and find their own coat pegs which are labelled with the children's names. Children understand that words carry meaning as staff show that books are pleasurable to look at and read through engaging in story time with small groups of children throughout the session. Children are kind to each other and play with and alongside each other well. The older children support the younger children and play cooperatively with them, for example, helping them with jigsaw puzzles.

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

Children enter the pre-school confidently and most children part from the parents well, practitioners support new children who are slightly unsettled and remain with the children until they are settled. There is an effective key person system in place which ensures that children make strong emotional attachments. Parents have a good understanding of the key person role and speak highly of the practitioners in the pre-school. Children have good relationships with their key person and during their snack time they enjoy sitting with their key person. Children are offered a healthy snack which is served on a self-selection trolley to support the children's independence. Practitioners use this as a time to reflect upon and ask the children questions about the activities which they have been involved with during the session. All practitioners use this as a time to reinforce the importance of children tidying up after themselves and how to sit safely in their seats. All practitioners sit with the children and eat their lunch together. The pre-school promotes healthy eating by sending out healthy lunch box ideas to parents. However, there is room to enhance children's understanding of healthy choices, for example, by using mealtimes to discuss healthy lifestyles and the food which the children are eating.

Children have access in all weathers to a large, secure, well-resourced outdoor play area where they have regular daily exercise. The pre-school provides outdoor boots and rain coats and children are encouraged to put these on themselves. Children's safety is consistently dealt with as the highest priority, children are reminded not to run indoors and to sit at the tables while eating and drinking, as a result, children are learning how to keep themselves safe. Children show a strong sense of belonging and demonstrate that they feel safe. They gain high self-esteem quickly and learn to make friends with their peers from an early age. Behaviour within the setting is very good. During group circle time at the start of the session the practitioners all sit with the children, which encourages positive behaviour by supporting the participation of all children. If there are any children displaying unacceptable behaviour this is dealt with immediately with the adult getting down to the child's eye level and explaining in an age-appropriate way why they should not be behaving in the way they are, for example, why the children should share and take turns.

The pre-school has a highly effective relationship with the local schools. Teachers are invited in to discuss the children's stage of learning and development and individual needs to ensure a smooth transition. They pass their individual reports on to the other professionals and this ensures that children are secure because the transition to the next setting is sensitively handled.

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

The manager is the designated safeguarding lead in the pre-school and has completed the appropriate training. There is a safeguarding policy in place and the manager has a clear understanding of her role and all practitioners have a good understanding of their responsibilities and what to do if they have concerns about a child's welfare. Practitioners

have a good understanding of their role in protecting children and are clear about what to do if they have concerns about a child in their care. As a result, children are effectively safeguarded. Safeguarding meets the requirements and causes no concerns. Appropriate checks are carried out on all adults to ensure that children are safeguarded. There is a robust recruitment and selection process in place, as a result of this, they have recruited and retained a highly skilled and qualified team who are experienced and well supported within the pre-school.

The owners and manager have a good knowledge of the Early Years Foundation Stage and their responsibilities in meeting the learning and development requirements. Practitioners' development is of high importance and they are encouraged to maintain their continuing professional development. They share knowledge gained from attending training courses and good practice with the team, this ensures that all practitioners have a thorough understanding of child development and the stages of learning and development. As a result, all children are supported effectively to make good progress in their learning and development. The manager and special education needs coordinator support practitioners working with children with special educational needs and/or disabilities and establish strong partnerships with parents and other agencies which are effectively supporting children to make progress. Parents comment that they are pleased with the way that the pre-school supports their child's needs. The owners and manager of the pre-school consistently and effectively monitor the children's stage of learning and development and the progress which children are making through carrying out a termly assessment of all the children attending the pre-school. As a result of this, gaps in learning are identified promptly and practitioners are supported by the owners and manager to narrow the achievements gaps.

There is a strong committed staff team, who care deeply for the children, who attend. A regular system of annual appraisals and supervisions is in place. This ensures the continuous professional development of staff to constantly improve the provision for children. The owners and manager demonstrate a good ability to improve the pre-school. Self-evaluation is rigorous and all the staff strive towards the same vision, which is to continuously improve the service they offer. There is a development plan in place which is continuously reviewed and amended. Effective partnership working arrangements with external agencies, such as the local schools and the local authority, are well established and contribute strongly to meeting children's needs and preparing them for the next stage of their learning. The pre-school has established positive relationships with parents and operates an open door policy where parents are clearly invited and welcomed into the pre-school on a daily basis. Parents play an active part in their children's learning and in making improvements to their children's learning environment; this is achieved through collecting parent comments and suggestions through the pre-schools social network site, their website and written and verbal comments.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY463300
Local authority	Manchester
Inspection number	917688
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	51
Name of provider	Twinkle Star Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	01612301420

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Type of provision

For the purposes of this inspection the following definitions apply:

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, which are usually the childminder's 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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