

Twinkle Star Pre-School

234 Market Street, Droylsden, MANCHESTER, M43 7AZ

Inspection date

Previous inspection date

24/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children are exceptionally motivated and readily engage in new learning. Staff are highly skilled at using every opportunity to maximise learning opportunities and as a result, children make rapid progress in their learning and development.
- Key persons are highly skilled and sensitive and help children to form strong emotional attachments and feel very secure within the environment. This provides an exceptionally strong foundation to enable them to develop their independence and motivates them to explore.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The extremely rigorous implementation of robust policies and procedures promotes children's safety and well-being exceptionally well.
- Partnerships with parents, other professionals and external agencies are exemplary and make a significant contribution to meeting the needs of all children. Transitions in and out of the setting are extremely well-organised to promote continuity of care and learning.
- Monitoring of all aspects of practice to identify areas for improvement is highly successful in ensuring outstanding learning outcomes for all children. The exceptional practice is worthy of dissemination to other settings.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the large open-plan playroom and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector carried out a joint observation with the manager and looked at systems in place for self-evaluation.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

Full report

Information about the setting

Twinkle Star Pre-School has operated since 2002 and was registered in its current premises in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is operated by Twinkle Star Pre-school Limited. It is situated in a converted building in the centre of Droylsden, Tameside. The pre-school provides an open-plan play space for children aged from two years. There is a large enclosed area available for outdoor play. The pre-school serves the local area and is accessible to all children. It operates each weekday from 9.10am until 2.45pm, term time only.

There are currently 72 children on roll, all of whom are within the early years age group. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early years education for two-, three- and four-year-old children. It supports children with special needs and/or disabilities and those who speak English as an additional language.

A designated manager is employed in addition to seven other staff, all of whom hold an early years qualification at level 3.

What the setting needs to do to improve further

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

- enhance the use of the excellent systems in place for monitoring children's progress to identify any gaps which may emerge in learning of specific groups of children, for example, boys and girls, children who speak English as an additional language and those with special educational needs and/or disabilities.

Inspection judgements

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

Children thrive and are highly motivated to learn as they participate in challenging activities designed to capture their imagination and interests in this exceptionally high quality pre-school. As a result, they consistently demonstrate the characteristics of effective learning. The environment, both indoors and outdoors, is extremely well-resourced and organised into areas of continuous provision, which supports children's sense of curiosity and their natural desire to explore and investigate. Teaching techniques are consistently very strong across the nursery. Plans link to children's interests are

flexible to take account of their spontaneous ideas. Children demonstrate a strong exploratory impulse, which is significantly enhanced because staff provide a wealth of interesting resources and materials for them to investigate. For example, children have a wonderful time as they explore sand, water, dough and paint and thoroughly enjoy discovering an extensive range of natural objects, such as, fir cones, bark, shells and sponges.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with a firm foundation for their future learning. Staff teach children to play cooperatively, take turns, share resources and collaborate in their play. For example, they build train tracks together, extend and elaborate ideas and confidently invite other children to join them. Children demonstrate high levels of independence as they confidently move around the indoor and outdoor environment and select their own choice of toys and equipment. Communication and language development is supported exceptionally well by the knowledgeable and experienced staff team. They skilfully use a range of highly effective techniques, which have a significant impact on the progress children make in this area of development. For example, staff use open-ended questioning techniques to develop children's creative thinking skills and encourage them to express their thoughts and ideas. They provide a running commentary as they play and help children to expand on what they say by introducing new words and more complex sentences. Children develop their listening and attention skills as they sit in the carpet area and share experiences. For example, they talk about their new baby sibling and beam with pride as they tell staff and children that they no longer wear nappies. Staff make excellent use of a phonic programme to develop children's literacy skills and learn to link letters and sounds. Some children can confidently blend and segment simple words, such as, 'cat', 'dog', 'pig' and 'tap'. Children are provided with endless opportunities to develop their physical skills. For example, they demonstrate their excellent large muscle control and coordination as they use the climbing wall, jump on and off bales of hay, balance along wooden bricks and ride scooters and bicycles.

Staff undertake purposeful observations and assessments that highlight children's individual interests and preferred learning styles. This information is used superbly in conjunction with their home experiences and translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning journals illustrate the rapid improvement in their learning. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Children with special educational needs and/or disabilities are exceptionally well supported because staff work extremely closely with external agencies and outside professionals to ensure they receive the appropriate intervention and support they need. Staff support children who speak English as an additional language superbly, through the use of pictures, symbols and sign language. They learn and use key words in children's home language to help them settle and further promote their understanding of English. Staff work closely with parents from the point of entry. They obtain detailed information to find out what children can do and use this information to establish children's starting points. Parents are able to access

children's learning journals at any time. They are provided with an array of opportunities to share significant experiences, interests and observations of their children's learning and achievements. At the beginning of each session, parents are invited to carry out simple activities alongside their children which has a very positive impact on strengthening links between home and the pre-school. It also supports parents to understand what children are learning through activities provided by staff and inform them of simple activities they can do at home to support their children's learning. Parents are kept fully informed of their children's progress, through regular daily conversations and parents' meetings held twice a year. Children learn about the transition to school through discussions, activities and visits to the school with staff. Staff have a very close relationship with schools and other early years providers which some children also attend. This ensures that they experience consistency of care and education to maximum effect. The highly successful strategies in shared learning ensure children are extremely well-prepared for the next steps in their learning and school.

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

The key person system is highly effective and well-embedded, which helps children form extremely secure, emotional attachments and provides a strong base for their personal, social and emotional development. The knowledge staff have of children they care for is phenomenal, which means that their individual needs are exceptionally well met. Staff gather detailed information about children's likes, dislikes, comforters and interests from parents on entry. Consequently, children settle extremely well into pre-school routines and quickly form new friendships. Children select resources independently and learn to plan and initiate their own learning as they explore the high quality resources and activities provided. Staff teach children to adopt a 'can do' attitude to help them understand that they get better at doing things through practice and that they can learn through making mistakes. Children acquire a vast range of self-care skills through precise teaching and confidently demonstrate these skills as they put on and take off their own coats and aprons. Staff consistently supervise children as they use the bathroom and encourage children to be independent, while at the same time stay close by to help them if needed. Children demonstrate their independence skills, as they say 'I can do it by myself' when washing their hands in preparation for lunch.

Staff are committed to providing children with opportunities to play outside as they fully understand how important outdoor play and physical exercise is for very young children. The provision of wellingtons and rainproof ponchos and the shelter in the 'barn' means that children can benefit from fresh air and physical activities all year round. In addition, the provision of quiet, cosy, cushioned areas means that children have opportunities to rest, relax and play quietly. Staff teach children about the importance of healthy eating habits as they talk to them about foods that make their bodies grow during group discussions and snack times. Parents provide packed lunches and are given information about the kinds of food to provide so that children access a nutritious and balanced diet. Furthermore, children participate in brushing a giant model of teeth with toothbrushes and toothpaste, which teaches them the importance of dental hygiene. Children demonstrate an excellent understanding as they say, 'I brush my teeth in the morning and at bedtime'

and 'if you don't brush your teeth, they will fall out'. Staff role model excellent hygiene practices and teach children the importance of washing their hands before eating to remove germs. The environment, resources and equipment are cleaned to a high standard and children use individual paper towels to reduce the risk of cross-contamination.

Children's behaviour is exemplary because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. Staff teach children to understand how their behaviour affects others and think of ways they can help resolve the situation. Any minor disagreements are dealt with sensitively and calmly in line with the age and stage of development of each child and their level of understanding. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. For example, children know that they tidy up so that they do not trip over resources and use 'walking feet' indoors so that they do not fall. Furthermore, staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they play outdoors.

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

Safeguarding is excellent because staff have an exceptional knowledge and understanding of how to protect and safeguard all children. Thorough and recently updated safeguarding policies and procedures are known by all staff and underpin the excellent practice. Staff receive regular updated training in safeguarding and have an excellent understanding of procedures so that they can manage any concerns they may have about a child's welfare or the behaviour of any member of staff, so that children are protected from harm. Robust recruitment and vetting systems ensure all adults working with children are suitable to do so. There are highly effective systems in place to monitor staff's ongoing suitability and regular observations from the manager ensures their practice consistently maintains children's safety and well-being. Rigorous risk assessments for all areas of the premises and outings, daily checks and consistent maintenance of the environment and equipment ensures that children can play and learn in safety. Extensive security measures are in place, such as keypad locks on doors and highly effective deployment of staff at arrival and collection times. This means that children are protected from unwanted visitors and cannot leave the building unsupervised. The pre-school employs additional members of staff so that ratios exceed the statutory requirements and as a result, children's safety and well-being is exceptionally well-promoted.

The pre-school promotes a culture of mentoring and coaching to enable staff to continue to learn and progress in their roles as early years practitioners. They are expertly guided by the highly experienced owners and manager to develop their skills and knowledge. Leadership is inspirational and the robust process of self-evaluation is extensive and highly effective in ensuring that the pre-school continues to improve. Staff have worked incredibly hard following the move to the new premises to reflect on their practice and review the environment and resources. This ensures they continue to meet the individual needs of children attending. Self-evaluation is identified as an ongoing process and highly

successful systems are in place to secure continuous improvement. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions implemented. Systems for monitoring educational programmes, individual planning and assessment are highly effective, so that children receive a rich and varied learning experience based on their individual needs. The highly precise systems for assessment mean that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals. In addition, the rigorous procedures in place for monitoring all children's progress and the subsequent analysis of the data, ensures that any gaps in learning are quickly identified. Consequently, additional support is put in place where necessary and the achievement gap is narrowing. However, the manager has not yet fully considered using the excellent monitoring system to identify gaps in learning of specific groups of children, in order to continue to narrow the achievement gap.

Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by staff at the highest level because of their outstanding understanding of the importance of partnership working. Partnership working with other professionals and settings to support children's individual needs is exemplary, including at transition times. For example, staff take children to visit schools to meet the teachers and become familiar with the environment. This ensures that children experience a smooth transition as they move on to the next stage in their learning. Planning is shared between the school and pre-school, so that staff can complement children's learning and provide continuity and consistency for those children who attend both settings. Parents receive a wealth of information regarding the service and educational programmes; they are fully involved in their children's learning and continuously informed of their progress. In addition, children take home the pre-school bear and record activities they have shared, which strengthens even further the link between home and the pre-school. Parents are highly complimentary about the pre-school, staff and the care and education their children receive. They comment that they are well-informed of children's progress and what they have been doing throughout the day, through daily verbal feedback and parents' meetings. They are impressed by the progress their children make and state that they have excellent relationships with other children and their key person.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY469016
Local authority	Tameside
Inspection number	933649
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	72
Name of provider	Twinkle Star Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	01613701111

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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