

Twinkle Toes Pre-School

Trimley Methodist, High Road, Trimley St Martin, Suffolk, IP11 0RN



Inspection date

6 May 2015

Previous inspection date

11 December 2008

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress because they enjoy high-quality learning experiences. The quality of teaching across the pre-school is good, and in some instances outstanding.
- Staff place high priority on promoting children's communication and language skills, using effective strategies that are shared with parents. Consequently, children become confident communicators who are well prepared for their move to school.
- Children benefit from well-resourced and thoughtfully planned indoor and outdoor areas. Staff work very well together to transform the premises each day into a safe and stimulating learning environment.
- Staff are very well deployed, and use consistent strategies to help children learn how to behave in different situations. Children form strong relationships with staff and each other. Well-established daily routines, such as snack time, provide children with many opportunities to become independent from an early age.
- The highly qualified owner/manager provides strong leadership, which focuses on achieving the highest possible attainment for all children. She uses many effective strategies to monitor children's progress and ensure that staff plan together effectively to support children's learning and development.

It is not yet outstanding because:

- Management do not always ensure that assessments make maximum use of information from everyone involved in a child's learning.
- Opportunities for less experienced staff to learn from the highly effective teaching strategies used, during focused small group activities, are not firmly established.

What the setting needs to do to improve further

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

- use assessment more effectively to include all those involved in a child's learning and provide a sharper focus on assessing children's prior learning and capabilities when they first start at the pre-school
- increase the amount of outstanding teaching by making sure that all staff benefit from observing, and implementing, the highly successful strategies used by more experienced staff, such as those used during social interaction groups.

Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Gill Thornton

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are enthusiastic and interested learners who excitedly explore the wide range of engaging activities provided by staff. They share their discoveries with others and happily include staff in their play. Staff prioritise their teaching on supporting children's communication and language skills by successfully implementing initiatives from the Every Child a Talker programme. They consistently repeat back what children have said, adding extra words to extend their vocabulary. Parents praise staff for sharing this strategy with them, so they can help their children learn to form sentences. Group times provide particularly successful teaching opportunities. Staff skilfully promote children's enthusiasm and enjoyment, while encouraging them to join in re-telling a popular story during a whole group activity. Staff use props and playful interactions to capture each child's interest and successfully extend their learning.

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

Key persons work closely with parents to ease children's separation and help them feel emotionally secure when they first start. Staff ensure they use information from parents to provide activities they know children enjoy, to help them settle. All staff work together to implement an effective cycle of observation, planning and assessment, which ensures activities are well matched to individual children's needs and next steps in learning. However, parents are not always thoroughly involved in the initial assessment process to help staff more rapidly identify children's starting points and capabilities. Staff use information from training to improve children's learning experiences, especially in the outdoor area. Staff work consistently with other professionals to ensure children with special educational needs and/or disabilities receive well-targeted support. However, occasionally this strong partnership does not extend to all early years settings, such as childminders that children also attend.

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

Longstanding and well-qualified staff members are good role models for the newer members of the staff team. Newly employed teaching strategies, such as small social interaction groups, provide a sharp focus on promoting children's personal, emotional and social development. These methods are being shared with the rest of the staff team to help raise the overall quality of teaching. The manager provides staff with many opportunities for coaching and support, to help them reflect on their own practice and identify ways of continually raising children's achievements. The manager has a very secure understanding of her responsibilities. She ensures policies and procedures are effectively implemented to promote children's health, safety and well-being. All staff are secure in their understanding of their responsibilities to protect children, and the action to take if they have any concerns about a child's welfare. Most parents and carers are highly complimentary of the pre-school and praise staff for their support. Many initiatives are in place to help parents support their children's learning at home.

Setting details

Unique reference number	EY255234
Local authority	Suffolk
Inspection number	860410
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	56
Name of provider	Twinkletoes Pre-School Limited
Date of previous inspection	11 December 2008
Telephone number	07763 861224 01394 212632

Twinkle Toes Pre-School was registered in 2003. There are 10 members of childcare staff. Eight of the staff hold a relevant early years qualification, including the owner/manager who holds Early Years Professional status. The pre-school opens each weekday, apart from Tuesdays, during term time only from 9.15am until 4pm. Some of the pre-school children also attend the out of school provision at Trimley St Martin Primary School run by the same provider. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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