

Twinkle Tots Pre School

25-28 Princess Street, Training Education and Enterprise Centre,, BURTON-ON-TRENT, Staffordshire, DE14 2NW



Inspection date	17 June 2015
Previous inspection date	14 July 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The arrangements to ensure that staff are suitable to work with children are inadequate. A Disclosure and Barring Service check has not been obtained for one member of staff, who has been working in the setting for over a year. In addition, the requirement to record information about completed vetting procedures is not being met.
- Potential hazards to children are not always identified and minimised.
- The quality of teaching is not consistently good. Information about what children already know and can do is not consistently used to ensure all activities provide good levels of challenge. For example, allowing children to talk about their ideas is not as well promoted as other areas of their communication and language development.

It has the following strengths

- Staff are warm and caring. They provide children with the support they need to settle in to staff's care, particularly when they first start. Children develop attachments to staff and begin to develop friendships with other children.
- Children have lots of opportunities to hear and develop their understanding of words. This is particularly helpful for children who speak English as an additional language.
- Bilingual staff provide a valuable contribution in developing good partnership working with parents who speak English as an additional language. Parents comment that they are supported well to promote their child's learning at home.
- Staff undertake ongoing training to update and develop their understanding of child protection issues. They know the procedures to follow, should they have a concern about a child in their care.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- obtain Disclosure and Barring Service checks for all staff to ensure they are suitable to work with children
- keep a record of information about vetting procedures that have been completed, including identity checks, references and Disclosure and Barring Service checks
- ensure all potential hazards are identified and minimised, so that children are kept safe at all times
- ensure children have good levels of challenge during all activities, by using information about what children know and can do to inform planning, so that they make the best progress that they can
- ensure children's communication and language skills are fully promoted, by focusing more on giving children the time, encouragement and challenge they need to think and talk about their thoughts and ideas.

Inspection activities

- The inspector observed activities in the playroom and outdoor play area.
- The inspector held discussions with the registered providers and staff about children's play, learning and care routines.
- The inspector spoke to parents to obtain their views.
- The inspector conducted joint observations of children's activities with the providers.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at the self-evaluation and improvement plans.

Inspector

Christine Armstrong

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children take part in a varied range of activities that promote all seven areas of learning. However, the quality of teaching and learning is not consistently good and information about children's achievements is not always used to plan activities. As a result, activities are not consistently well matched to children's abilities so that they provide good levels of challenge. Consequently, sometimes children are not fully engaged in activities and do not maintain their interest. Therefore, they are not always making the best progress in their learning. Children take part in singing and movement activities. During these activities children learn to sit, listen and follow instructions well, which helps to prepare them for school. They learn to control and move their bodies in purposeful ways, such as stretching and bending. As they sing and listen, they learn new words and begin to understand what these mean. Children learn to describe colour, count and make simple subtractions. Children who speak English as an additional language are included well with the support of bilingual staff. However, children's speaking skills are less well developed, as there is not enough focus during some activities to challenge them to think and talk about their own thoughts and ideas.

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

Children's safety is not always fully secure. The hazard of an open window in the first-floor playroom is not fully recognised. Therefore, not enough action is taken to remove the potential risk for children to climb up to the window. Also, not enough action is taken to minimise the potential risk of choking that arises when children's necklaces are worn on top of their clothing. Children take part in activities that help them to learn to share, take turns and recognise their own and other's feelings. One parent said she has seen great improvement in her child's behaviour since they have been attending the provision. Children's achievements are recognised, which helps to develop their self-esteem. They have daily opportunities to become active inside and outdoors. Staff encourage healthy eating and good hygiene routines.

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

Leadership and management are ineffective in making sure all of the safeguarding requirements are met. Insufficient steps have been taken to ensure all staff are suitable to work with children. All reasonable steps have not been taken to keep children safe as they play. Both owners are highly qualified and have an in-depth understanding of how children learn. In some instances, they are effective in coaching and supporting staff and establishing good quality teaching. However, the planning of activities requires improvement to ensure all children are consistently challenged to make good progress in their learning. Parents views are sought and used to make improvements, such as the provision of home dairies. Established links with other professionals contribute to identifying and meeting children's needs.

Setting details

Unique reference number	EY393762
Local authority	Staffordshire
Inspection number	859554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	25
Number of children on roll	36
Name of provider	Twinkle Tots Partnership
Date of previous inspection	14 July 2010
Telephone number	07411585991

Twinkle Tots Pre School was registered in 2009. It is privately owned and operates from a first-floor room within a Business and Education Enterprise Centre. The provision is open from Monday to Friday from 9am until 3pm, term time only. The provision receives funding for free early years education for two-, three- and four-years-olds. The provision employs four members of staff. Of these, one holds an appropriate early years qualification at level 3, two hold a qualification at level 2, and one is working towards a qualification at level 2. The two joint owners, one of whom is the manager, both hold a teaching qualification.

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