

# Twinkle Tots Playgroup

Small Meeting Place, Glovers Lane, Heelands, Milton Keynes, Buckinghamshire, MK13 7LW



## Inspection date

6 July 2015

Previous inspection date

15 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Satisfactory	3
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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable and the educational programmes do not help children to make good progress in their learning and development.
- The setting has some systems to monitor the quality of teaching. However, these are not effective because staff and the management team do not sufficiently reflect on practice to identify aspects that need to improve and the training and professional development that is needed to achieve consistently good quality teaching.
- Planning for children's learning does not sufficiently ensure children have a good variety of learning experiences during the day. Large group activities are not well planned and do not take enough account of the different ages and abilities within the group. As a result, some children get bored and restless.
- The manager evaluates the quality of the service but fails to identify all weaknesses in the provision and practice.

### It has the following strengths

- Partnerships with parents and others who support the learning and care of children are strong. Staff understand it is important to share information to promote continuity of care and support for children's learning.
- Staff help children to manage their emotions, learn about acceptable behaviour, and how to make friends.
- Staff implement suitable policies and procedures to safeguard children's welfare.

## What the setting needs to do to improve further

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

- plan activities more effectively to take account of children's different ages and abilities, particularly large group activities, and that they are varied enough to purposefully engage and challenge children who attend all day
- monitor the quality of teaching effectively to target poorer practice and provide suitable support and/or training to improve teaching skills and outcomes for children.

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

- evaluate the quality of the provision more effectively to identify areas for improvement and develop an action plan to target weaknesses in the provision so as to improve outcomes for children.

## Inspection activities

- The inspector observed children's play and learning throughout the day both inside and outside.
- The inspector sampled a range of documentation, including development records and key policies and procedures.
- The inspector conducted a joint observation with the manager.
- The inspector took account of parents' views through discussions, records and interviews.
- The inspector took account of the setting's self-evaluation.

## Inspector

Carolyn Hasler

## Inspection findings

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

Most children in this setting have fun and enjoy their day because staff are welcoming and pay them attention. However, some parts of the setting's routines are more successful than others in engaging children to support their learning. Large group activities are not well planned. Some children find it hard to sit still, listen and participate, and this affects the quality of learning for the group. Staff also fail to fully consider the needs of children who attend all day. They repeat activities in the afternoon even though children showed little interest in them during the morning. This means that children do not always receive sufficient challenge in their learning and become bored. In general, staff's engagements with children are positive. Staff talk to the children and model how to use resources. There is some skilful questioning from staff and, where questioning is strong, children are encouraged to think through solutions to their play. Children join in action songs and number rhymes. They count and increase their vocabulary. Older children develop skills in literacy while blending sounds to make up words, and some can write their names. Staff ensure children have opportunities to be physically active.

### **The contribution of the early years provision to the well-being of children requires improvement**

The setting is safe and equipment is fit for purpose. Staff build strong relationships with children and help them to settle and become part of the playgroup community. Most children successfully learn how to be kind, play safely and enjoy each other's company. Staff manage challenging behaviour calmly but do not identify that weaknesses in the planning of the day and activities contribute to some children's challenging behaviour. Children learn to be independent, helpful and to manage their own personal needs. These skills help them feel confident and older children show readiness to move forward into school life. Staff promote good eating habits and hygiene.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Most legal requirements of the Early Years Foundation Stage are met. However, the manager has not fully understood her responsibilities to monitor the quality of children's learning and whether teaching enables them to make consistently good progress. Although the manager holds regular supervisions and appraisals with staff, these are not used sufficiently well to identify where staff need to improve their practice. As a result, children are hindered in the progress they make. The staff team understands its role in child protection and knows what to do if they have concerns about a child's welfare. The manager ensures staff are alert to changes in behaviour and listen to children's worries. All staff are suitably vetted as part of the playgroup's recruitment procedures and adult-to-child ratios are met.

## Setting details

<b>Unique reference number</b>	141880
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	1020607
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Twinkle Tots Playgroup Committee
<b>Date of previous inspection</b>	15 May 2013
<b>Telephone number</b>	01908311911

Twinkle Tots Playgroup registered in 2001. The playgroup is located in the Heelands area of Milton Keynes, in Buckinghamshire. The provider receives funding for the provision of free early education for children aged two, three and four years. The playgroup opens on weekdays during school term times, with sessions operating from 8.45 am to 11.45 am, and then from 12 noon until 3pm. A lunch club is provided between morning and afternoon sessions. There are eight members of staff, all of whom hold appropriate early years qualifications, including the manager who holds a relevant level 6 qualification.

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