

# Twinkle Tots Pre School

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



## Inspection date

Previous inspection date

5 October 2015

17 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Safeguarding is inadequate. The provider does not have effective systems in place to ensure the suitability of staff.
- Children's health and safety is compromised. Managers do not obtain information from parents about children who have special medical requirements. Children's attendance is not accurately recorded. Equipment used for babies is not suitable for their age and stage of development.
- Staff's knowledge and practice is poor. The provider does not ensure that staff, including those working with babies, have the relevant training and experience.
- Staff do not make regular observations and assessments of children's learning and development to ensure that all children make good progress. Staff do not carry out the required progress check for children aged between two and three years.
- Teaching is weak. Planned activities do not match individual children's learning needs.
- Staff are not deployed effectively to meet the needs of the children who attend. Key persons do not share information regarding children's care and learning with other staff to enable continuity for children during staff absences.
- Self-evaluation and monitoring of the setting is inadequate. Systems for supervision and checking staff practice are ineffective.
- Parents are not involved in children's learning in the pre-school or given support to help them to continue their children's learning at home.

### It has the following strengths

- Staff are fluent in more than one language. They use these skills well to promote communication and language for children who speak English as an additional language.

## **What the setting needs to do to improve further**

**The provision is inadequate and Ofsted intends to take enforcement action**

We will issue a Welfare Requirements Notice requiring the provider to:

	<b>Due Date</b>
■ ensure robust systems are in place to check that all staff are suitable to work with children	03/11/2015
■ take necessary steps to ensure children who are ill receive prompt medical assistance	03/11/2015
■ keep an accurate daily record of the names of children being cared for on the premises and their hours of attendance	03/11/2015
■ ensure at least half of the staff caring for babies have received specific training that addresses how to care for babies and that the member of staff in charge of the baby room has suitable experience of working with children under two years old	24/11/2015
■ provide training to staff so they are able to improve their knowledge and teaching skills to ensure that all children receive quality learning and development opportunities	24/11/2015
■ put suitable arrangements in place for the effective supervision of staff	03/11/2015
■ ensure that the role of the key person is effective in tailoring care to meet each individual child's needs	03/11/2015
■ ensure that equipment is suitable to meet the needs of all children attending the setting, with particular reference to equipment for babies	03/11/2015
■ ensure staffing arrangements, in particular staff shift patterns are organised in a way that meets the needs of all children.	03/11/2015

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

	<b>Due Date</b>
■ ensure all staff regularly observe and assess children to determine their level of achievement and check their progress	03/11/2015
■ ensure the written summary of the progress check is carried out for children aged between two and three years and shared with parents	03/11/2015
■ tailor planning to meet the learning and development needs of each child, particularly for children under the age of two	03/11/2015
■ involve parents in their child's learning in the pre-school and support them to continue this at home.	03/11/2015

### Inspection activities

- The inspector observed the quality of teaching during play activities and routines and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the management team and spoke to key persons throughout the inspection. She looked at relevant documentation, such as children's attendance records, the pre-school's self-evaluation and written policies.
- The inspector checked evidence of the suitability of staff working in the pre-school.

### Inspector

Karen Laycock

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. The provider does not seek to ensure the suitability of staff. For example, they do not obtain references. Children's attendance is not accurately recorded. Managers have failed to ensure that staff caring for babies are suitably trained and experienced. Systems for staff supervision are weak. Managers do not review staff practice and the quality of their teaching. They do not check children's progress. Organisation of the staff is poor. Allocation of key persons is not always best matched to take account of children's attendance and staff shifts. Managers have failed to identify areas for improvement and have not met actions set during the last inspection. However, managers are aware of the need to develop partnerships with other providers that children in their care may attend. Management does not demonstrate a commitment to improve the service they provide.

### Quality of teaching, learning and assessment is inadequate

Support for children's learning and development is inadequate, particularly with regard to babies. Staff do not complete regular observations or assessments for all children. Staff knowledge of effective teaching methods is weak. They do not plan activities based on each individual child's learning needs. Activities are not matched to children's stages of development or individual needs. Staff do not carry out observations, assessments or planning for babies. This does not enable staff to identify and close any gaps in children's learning. This does not adequately promote children's future learning. During water play activities staff promote some aspects of children's mathematical development as they encourage the children to count. However, in the absence of the children's key person, each child's next stage of learning is not clear to other staff. More able children are insufficiently challenged. As a result, children are not well prepared for their eventual move to school. Partnerships with parents and carers are not effective, as they do not get clear information about their child's learning.

### Personal development, behaviour and welfare are inadequate

Babies do not enjoy their time in the pre-school. They do not build strong relationships with staff. Babies' needs are not met. They are unhappy in the pre-school and cry frequently. Children's safety is at risk. Managers do not ensure equipment provided for babies is suitable for their age and stage of development. They do not have robust systems in place to manage the needs of children with special medical requirements. That said, children are provided with healthy and nutritious snacks. Children know why they need to wash their hands before they touch their food. Children learn about and enjoy daily exercise and fresh air. Behaviour is good. Children are developing independence as they manage personal tasks, such as putting on their own coats at home time.

### Outcomes for children are inadequate

The provider does not ensure the safety and good health of the children who attend. Children are not given sufficient opportunities to make good progress. Children are not effectively prepared for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY393762
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1020553
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	10
<b>Name of provider</b>	Twinkle Tots Partnership
<b>Date of previous inspection</b>	17 June 2015
<b>Telephone number</b>	07411585991

Twinkle Tots Pre School was registered in 2009. It employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and level 6, including one with Qualified Teacher Status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. It provides funded early education for two-, three- and four-year-old children.

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