

Twinkle Tots Pre School

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



Inspection date

Previous inspection date

23 March 2016

5 October 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Leaders have taken prompt and effective action since the last inspection. They have good capacity to drive further improvements. Recruitment of a well-qualified staff member has a very positive impact on the care and learning experiences that are offered to children. Good support to staff through effective supervision and targeted training ensures they develop their teaching skills.
- Teaching is strong. Staff's sharp focus on supporting children's communication, early literacy and mathematical skills helps all children to make rapid and sustained progress from their starting points.
- Staff are extremely caring and attentive to children's individual needs. As a result, children develop warm and trusting relationships, not only with their key person, but with other staff and children. This supports children's successful emotional well-being and they are being well prepared for school.
- Partnership with parents is effective. Staff work closely with parents to identify children's starting points. Parents share their child's achievements at home for display on the celebration tree. Open days are arranged where parents work alongside staff and their child. Consequently, parents are well informed about children's learning and development and how to support their child at home.

It is not yet outstanding because:

- On occasions, some of the more able children are not sufficiently challenged in their learning, particularly during adult-led activities.
- Monitoring is not sufficiently robust to ensure the quality of teaching is consistently of a very high quality.

What the setting needs to do to improve further

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

- boost children's learning and progress by providing them with greater challenge, particularly during adult-led activities.
- further improve the monitoring of the quality of teaching when evaluating staff's practice in order to clearly identify and prioritise what needs to be done to make sure staff support all children to make the best progress possible.

Inspection activities

- The inspectors reviewed the improvements leaders have made since the last inspection and their plans for future improvement.
- The inspectors observed children during a range of play and learning activities, including outdoors.
- The inspectors spoke with leaders, staff, parents and children at appropriate times throughout the day.
- The inspectors checked evidence of the suitability of all staff working at the setting and the professional qualifications and training of staff and leaders.
- The inspectors looked at a range of documentation including children's learning journals and the staff's planning of children's learning and development activities.

Inspectors

Lorraine Anne Lawton / Johanna Holt

Inspection findings

Effectiveness of the leadership and management is good

Leaders have a strong knowledge of the Early Years Foundation Stage requirements. They closely monitor children's progress, including the different groups such as, boys and girls. For instance, they provide mathematical resources across all activity areas to firmly promote children's interest in numbers. Close links with local feeder schools and other professionals means information is shared. This helps those involved to quickly identify and provide support for children, including those who have disabilities and special educational needs. As a result, children who start at the setting with skills and abilities below those typical for their age, quickly catch up with their peers. Safeguarding arrangements are effective. Staff are extremely vigilant of children when they use community facilities. They have an up to date knowledge of child protection concerns and reporting procedures. Consequently, children are kept safe.

Quality of teaching, learning and assessment is good

Most children start at the setting with little English. Bi-lingual staff effectively use a child's home language to accurately assess their communication and language skills and provide support. Staff clearly model English during rhymes and songs. This successfully supports children to gain a good grasp of English to assist their future learning. Activities are fun and focus on all areas of children's development. They plant and grow cress seeds and use magnifying glasses to look at mini beasts during British Science Week. They discover how melted chocolate is easy to pour and stir to make bird's nests, but goes hard again once cool. They use large chalks to make marks on the walls and on the ground as they concentrate and build their attention span. Staff's assessments of children's learning are accurate and based on good quality observations to inform the next steps in their learning.

Personal development, behaviour and welfare are good

Children flourish during their time in the setting. They attend regularly. Staff constantly talk to children in a kind and respectful manner. Every day, staff use pictures and model facial gestures to support children's understanding about feelings. They encourage children to express how they feel. As a result, children behave extremely well and are considerate to each other. For instance, they offer toys to those who are initially reluctant to join an activity when they first arrive. Children have daily opportunities to exercise by using outdoors or the large hall. Staff diligently use the stairs to support children's physical development. Children's independence and good health is well promoted during personal routines and snack time. Staff obtain detailed information from parents about children's individual health needs.

Outcomes for children are good

Children are curious, eager and motivated to learn in their welcoming and stimulating environment. They practice great dexterity whilst using very small feathers to create fluffy, yellow Easter chicks. Children love to draw and attempt to write. Staff repetitively model sounds to help children recognise letters and the beginning of words. A good range of displays support the older children to recognise numbers associated with a particular pattern. Staff make sure children develop competence in their personal needs.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | EY393762 |
| Local authority | Staffordshire |
| Inspection number | 1043164 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 25 |
| Number of children on roll | 10 |
| Name of provider | Twinkle Tots Partnership |
| Date of previous inspection | 5 October 2015 |
| Telephone number | 07411585991 |

Twinkle Tots Pre School was registered in 2009. It employs four members of childcare staff. All staff hold appropriate early years qualifications at level 2, 3 and level 6, including the manager who has Qualified Teacher Status. The pre-school opens from Monday to Thursday during term time only. Sessions are from 10.00am until 13.45pm. It provides funded early education for two-, three- and four-year-old children.

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