

Twinkle Pre-School

New Life Church, 80a Houghton Road, Dunstable, Bedfordshire, LU5 5AD



Inspection date

14 October 2016

Previous inspection date

26 November 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
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

- There have been several changes of manager in quick succession. An uncertainty about the role of the leadership team has led to a lack of supervision over a period of time for various managers. This has resulted in a decline in quality at the pre-school. Staff have not received consistent ongoing support and coaching in their roles.
- Assessments of children's learning are inconsistent and sometimes weak. Staff do not identify children's starting points in learning. Therefore, they do not have the necessary information to support children to make good progress at the pre-school.
- Staff do not use the observations that they make to determine children's next steps in learning. This means that they are unable to plan activities that give children suitable levels of challenge and focus on the most important areas of development for young children.
- Self-evaluation has not been maintained. Lack of effective monitoring of the pre-school has led to weak areas of practice increasing over time. As a result, these now have a significant negative impact on the teaching, learning and assessment for children.

It has the following strengths

- Children settle well. Staff are caring and considerate towards children's feelings, especially when they first start at the pre-school. Staff work with parents to help children to feel confident at the pre-school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ undertake effective supervision for all staff that contributes towards a culture of mutual support and teamwork and enables them to receive coaching to improve their personal effectiveness	19/12/2016
■ improve observations and assessments of children's development, identify what children's initial starting points are and support them to make good ongoing progress	19/12/2016
■ use ongoing observation and assessment to identify children's next steps in learning and to plan challenging opportunities for them relevant to their age and abilities.	19/12/2016

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

- use self-evaluation as a tool to help improve and monitor the ongoing quality of the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is inadequate

Several changes to the management of the pre-school have led to weaknesses not being suitably addressed. The committee members who lead the pre-school are not fully aware of their roles in terms of monitoring and supervising the work of managers. Staff supervision meetings have not helped staff to know how to support children's learning. This has resulted in a decline in the quality of the provision. Nevertheless, there is a new manager in place who has a targeted action plan for improvement. The committee members have undertaken some training, such as how to safely recruit new staff members. All staff are motivated and positive about moving the pre-school forward. Despite these considerable efforts, the beneficial impact of these measures is not yet evident in practice. Arrangements for safeguarding are effective. The suitability of staff and committee members is checked and risk assessments help staff to maintain a safe environment for children. Staff have undertaken training to keep them up to date with the child protection procedures of the Local Safeguarding Children Board.

Quality of teaching, learning and assessment is inadequate

Staff do not identify children's starting points at entry to the pre-school. They observe children, but do not readily link these observations to expected levels of development to monitor their progress. As a result, it is not possible to see how well children are developing or to identify if children's development does not meet expectations for their age. Children's next steps in learning are not clear so staff cannot readily support their progress during activities and provide them with sufficient challenge. Staff complete the required check for children between the age of two and three years, but these are not actively used to plan for younger children's learning. However, staff are supportive in their interactions with children. They help children who speak English as additional language to hear and use English as part of their play. Staff provide activities that children enjoy, such as making scarecrows from coloured paper shapes.

Personal development, behaviour and welfare are inadequate

The weaknesses in assessing children's development have a negative impact upon their progress in their personal, social and emotional development. Staff do not always focus well on what helps young children to develop. They do not provide a stimulating and challenging environment to help children to be motivated and eager to learn. Despite this, children are settled and develop good relationships with their key person. Staff follow consistent ways to help children to behave well. Children eat healthy snacks and have access to an outdoor area to play in the fresh air.

Outcomes for children are inadequate

Staff are not able to identify how well children progress in their learning. Therefore, children are not necessarily gaining the skills that they need in readiness for starting school. It is not evident how well children who have special educational needs or disabilities develop in comparison with their peers. Children's communication and language skills are developing. Children move around the pre-school confidently and play with a range of toys and equipment.

Setting details

Unique reference number	EY219237
Local authority	Central Bedfordshire
Inspection number	1059625
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	18
Name of registered person	New Life Church BedfordshireTrust
Registered person unique reference number	RP520291
Date of previous inspection	26 November 2012
Telephone number	01582 534567

Twinkle Pre-School was registered in 2002. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens Mondays from 9.30am until 12.30pm, Tuesdays and Thursdays 9.30am until 3.30pm and Friday from 9.30am until midday, during term time only. Children may attend for a variety of sessions. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language, those who have special educational needs or disabilities.

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