

Twinkle Star Pre School Ltd

Grange Community Centre, Pilgrim Drive, MANCHESTER, M11 3TQ



Inspection date	1 November 2016
Previous inspection date	7 November 2013

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

- Children enjoy their time at pre-school. They form good relationships with both staff and other children, helping them feel emotionally secure.
- Teaching is good across all areas of learning, indoors and outdoors. All children make good progress, including those who speak English as an additional language.
- Staff ensure that children enjoy their learning. For example, staff encourage children to improve their awareness of their world as they talk about Diwali and other festivals.
- The manager and staff provide individual support for children and their families. They work effectively with other professionals to meet children's needs and ensure consistency in their care.
- Strong partnerships with parents ensure they are fully involved in their children's learning. Staff engage them well and this has a positive impact on the progress children make.
- Children's behaviour is good. Staff are quick to recognise and celebrate good behaviour. They promote good manners and consistently teach children about taking turns, sharing resources and being kind to each other.

It is not yet outstanding because:

- The manager does not make the best use of all opportunities to help staff reflect on their practice to enhance the quality of their teaching to the highest possible levels.
- While staff and parents accurately reflect on the quality of the provision, the views of children are not actively sought to help identify areas for improvement.

What the setting needs to do to improve further

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

- strengthen the existing opportunities for staff to reflect on their own and other's practice and improve teaching and learning even further
- develop strategies that include the views of children when planning even further improvements to practice.

Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors and assessed the impact on the children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning journals and planning.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account the views of the parents during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff recognise the signs of abuse. They are confident in their knowledge of the procedures to follow should they have concerns about a child's welfare. The manager ensures recruitment is rigorous and that staff are suitable to work with children. Staff complete daily risk assessments of the environment, indoors and out. The manager meets with each member of staff to discuss children's progress and welfare. Staff access regular training opportunities which overall have developed their existing qualifications and skills. Parents speak highly of the pre-school and praise how effectively staff communicate with them. The manager works closely with other professionals to identify any gaps in children's learning. This means additional support and intervention can be identified if necessary.

Quality of teaching, learning and assessment is good

Qualified staff provide a good mix of child-initiated and adult-led activities. Interaction between adults and children is good and children enjoy learning and become increasingly enthusiastic speakers. For example, children speak confidently at circle time, describing their Halloween party. Children are curious and imaginative. They observe, explore and discover how things work and change. For example, children play with magnets and explore which surface they stick to. They enjoy scooping out the pumpkins and counting the seeds, touching and smelling the different textures. An effective and consistent system for observing, assessing and planning for children's learning is used throughout the pre-school. Assessment information is shared regularly with parents and they are encouraged to contribute to children's records of learning. Staff have a good knowledge of how children learn and how to engage them through their interests.

Personal development, behaviour and welfare are good

Children play and explore happily and with confidence. The key-person system is well established and children settle quickly into the setting. Children relish learning outdoors. They regularly go outside for fresh air and use a wide range of high-quality equipment. Children develop good physical skills and enjoy using the equipment provided. They develop a good understanding of healthy foods and they talk about what they eat at mealtimes. Behaviour is good. Staff set clear boundaries and are consistent in their expectations. Children treat each other with respect and kindness. Staff and parents work together to teach children about people and communities that may be outside of their everyday experience.

Outcomes for children are good

Children benefit from a wealth of opportunities that supports their all-round development. They make consistently good progress from their starting points, including those in receipt of additional funding and children who have special educational needs or disabilities. Early mathematical skills are taught well. Children learn about the vocabulary of shapes, sizes and colours, taking turns in using utensils and equipment. Children are developing good independence and key skills. These help prepare them well for their next steps in learning and eventual move on to school.

Setting details

Unique reference number	EY463300
Local authority	Manchester
Inspection number	1066930
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	60
Number of children on roll	49
Name of registered person	Twinkle Star Pre-School Limited
Registered person unique reference number	RP909795
Date of previous inspection	7 November 2013
Telephone number	01612301437

Twinkle Star Pre School Ltd was registered in 2013. It operates from the Grange Community Centre, Manchester. The pre-school employs seven members of staff, of these four hold childcare qualifications at level 3, two have qualifications at level 2 and one is working towards an early years degree. The pre-school opens Monday to Friday term time only. Sessions are from 9.10am until 11.40am and 12.15pm until 2.45pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and disabilities.

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