

Twinkle Pre-School

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



Inspection date

23 February 2017

Previous inspection date

14 October 2016

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

- Since the last inspection, the management committee, manager and staff have made significant improvements. New committee members have been recruited who have a secure knowledge and understanding of their legal roles and responsibilities. The manager has reviewed all aspects of the provision, implementing many improvements, such as an effective system to track children's progress.
- Children settle quickly and build up a close relationship with their key person and other staff. This contributes to children's confidence to learn and explore in the pre-school.
- Children who have special educational needs are effectively supported. Staff work closely with other agencies and professionals to help close gaps in children's learning. The manager invites professionals into the pre-school and staff attend meetings held in other locations with parents.
- Staff have embraced the newly established methods used to plan interesting activities to support children's ongoing learning. They select equipment and provide activities that enhance their good teaching skills. Children enjoy playing a game that staff have created to make a bear's face, helping to develop their mathematical skills.
- Staff use a variety of ways to help children strengthen their muscles and balance, and co-ordinate their bodies. Children grasp their key-person's hand while they jump and move around to counting songs and rhymes. They listen to the music, join in with the words and anticipate when they need to stand still between the verses.

It is not yet outstanding because:

- On occasions, staff do not make the most of opportunities to encourage children to solve problems, predict outcomes or discuss answers and solutions with their friends.

What the setting needs to do to improve further

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

- make the most of opportunities to encourage children to solve problems, predict outcomes and find different ways of completing tasks for themselves and in partnership with other children.

Inspection activities

- The inspector observed activities in the pre-school. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at the evidence of the suitability of staff working with children. She looked at a range of documentation, including the safeguarding procedures, records of staff supervision and self-evaluation reports.
- The inspector looked at children's progress and assessments and planning documentation.
- The inspector took into account the views of parents spoken to on the day of the inspection and in written questionnaires.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Committee members follow robust procedures to ensure that all staff are suitable to work with children. Staff know how to report any concerns they might have about children's welfare, helping to keep them safe. Managers ensure that staff are effectively deployed through the spacious building, helping to enable children to move around safely. The management committee uses regular supervision sessions to monitor and support the manager in her role. In turn, the manager uses effective supervision to identify training needs and development opportunities for other well-qualified staff members. The manager has built positive relationships with other early years professionals and agencies. She values their input in helping to measure the quality of the care and education provided by the pre-school. Parents, staff and children also share ideas and suggestions. The manager uses these contributions to help shape improvements in the pre-school. She effectively monitors the progress of specific groups of children, helping to ensure that all children make good progress in their learning and development.

Quality of teaching, learning and assessment is good

Children are motivated to learn. They select equipment that interests them and happily welcome staff to join their explorations. Staff follow children's ideas, often adding challenge to stimulate children's learning. Children enjoy sorting small bears, talking about their colour and size. Staff introduce new words to support children's understanding of mathematics. Staff gather information from parents and observe children to identify children's next steps in learning. Two-way communication is maintained, helping staff to give ideas to parents to support children's learning at home. Staff carefully listen and learn key words that children who speak English as an additional language use at home. This helps strengthen their communication with children.

Personal development, behaviour and welfare are good

Children enjoy using the wide range of equipment which staff thoughtfully set out each day. Staff have adapted the environment well to ensure children have plenty of opportunities to develop their physical skills. Children work out how to climb on a frame and use wheeled toys to help develop their strength and coordination. Children behave well. Staff have introduced an effective system using tickets to help children manage sharing and turn taking. Staff provide children with a nutritious snack. Children select their food and talk about why a balanced diet is good for them.

Outcomes for children are good

Children learn to be independent and are enthusiastic learners. They carefully listen and follow instructions, and gain confidence while they share news with others in small groups. Children show an interest in writing and sound-out letters they recognise. When the time comes, children are well prepared for their next stage in learning at school.

Setting details

Unique reference number	EY219237
Local authority	Central Bedfordshire
Inspection number	1076963
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	19
Number of children on roll	19
Name of registered person	New Life Church BedfordshireTrust
Registered person unique reference number	RP520291
Date of previous inspection	14 October 2016
Telephone number	01582 534567

Twinkle Pre-School was registered in 2002. The pre-school employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school opens on Monday from 9.30am until 12.30pm, Tuesday and Thursday from 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.

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