

## Inspection date

14 March 2017

Previous inspection date

6 September 2012

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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The well qualified and experienced management team has clearly defined roles and aims for continuous improvement, and regularly evaluates the work of staff. Staff work together well and are enthusiastic about their roles. This has a positive effect on children's achievements.
- Staff regularly and precisely assess the children's learning. This helps them to plan activities that reflect children's individual needs and interests, and provides them with suitable challenges and experiences, overall.
- Staff build highly successful relationships with parents. They continually share information about the children's learning both in the nursery and at home. This contributes greatly to the progress children make and helps staff prepare children emotionally for their move to school.
- Effective partnerships with other professionals are established. This ensures that all children, including those who have special educational needs and/or disabilities and children who speak English as an additional language, receive any help needed to make good progress.
- Staff foster children's independence skills. For example, children learn how to put on their coats and wellingtons before playing outdoors, they serve their own snack and clear away the dishes. This helps to promote their confidence and self-esteem.

### It is not yet outstanding because:

- Sometimes, staff do not consistently provide opportunities for older children to develop their early writing skills.

## What the setting needs to do to improve further

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

- increase opportunities for older children that help them develop their early writing skills.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Lindsey Wallwork-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The management team identifies areas for improvement and acts upon feedback from parents, staff and children. Self-evaluation is good. Regular staff supervision sessions help to focus targets for further development. Staff are actively encouraged to attend training courses. This helps to further enhance their knowledge, skills and understanding, which in turn benefits children. The manager monitors individual children's learning and takes effective action when areas of underachievement are identified. Safeguarding is effective. Staff have a good awareness of their role and responsibility to protect children's safety. They know the steps to take if they have any concerns about a child's welfare. Recruitment and induction procedures are rigorous and help ensure the ongoing suitability of staff.

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

Children have a wide range of interesting and stimulating experiences indoors and outside, overall, to keep them motivated to learn. The well-qualified staff have high expectations of all children. Staff play alongside children and encourage them to talk about what they are doing. This helps them to develop good communication and language skills. For example, children play outside transporting toys from one area to another, imagining they are at the recycling centre. Staff ask open-ended questions to get the children to recall past events. Children listen carefully during group activities. They count the numbers of days in a week and how many children are in nursery today before finding the correct number card.

### Personal development, behaviour and welfare are outstanding

Children's social and emotional development are given the highest priority. Staff consistently value their efforts and contributions. For example, staff praise the children working cooperatively to fill the water container who have a wonderful time playing in the mud kitchen. Children develop an excellent understanding of managing their personal safety. For example, they learn to balance and jump from one hay bale to another. Staff promote healthy lifestyles well and promote independence and self-care skills. Children understand the importance of washing their hands before meals and after going to the toilet. Children's allergies and dietary needs are catered for well. They select their own snacks and pour their own drinks with great confidence. Staff are great role models and they encourage children to develop good manners and helpful attitudes. Parents speak very highly of the staff and the support they receive, particularly during times of change.

### Outcomes for children are good

Children are eager to learn and become independent from an early age. They listen and respond well to adults and learn to respect others. They are confident to express their views and follow their own ideas to practise and test out their skills. Children are inquisitive and investigate to further their knowledge and understanding. For example, they weigh out the ingredients to make the play dough and choose different colours and flavours to enhance their senses. Children are developing the skills needed to support their future learning.

## Setting details

<b>Unique reference number</b>	EY442813
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1072810
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Twinkle Toes Partnership
<b>Registered person unique reference number</b>	RP531406
<b>Date of previous inspection</b>	6 September 2012
<b>Telephone number</b>	07864 017 844

Twinkle Toes was registered 2012 and operates within the grounds of Abram Bryn Gates Primary School in Bamfurlong, Wigan. The nursery employs five members of childcare staff, all of whom hold appropriate qualifications ranging from level 2 to level 5. The nursery is open each weekday from 9am to 3.30pm during term time only. It provides funded early education for two-, three- and four-year-old children.

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