

# Twinkle Toes Pre-School

The Hall. The Methodist Church, The High Road, FELIXSTOWE, Suffolk, IP11 0RN



## Inspection date

30 June 2017

Previous inspection date

6 May 2015

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

- Unquestionable priority is given to promoting children's personal, social and emotional development. All children develop a superb sense of belonging at the pre-school. They form highly secure and nurturing attachments to their key person.
- Staff work exceptionally well with parents and outside professionals to improve outcomes for children who have special educational needs and/or disabilities. They embrace opportunities to complete specialist training which helps to deepen their understanding of how best to support children's social and communication needs.
- The manager is passionate in promoting positive outcomes for children's health. For example, during the pre-school's sports day events, the manager takes time to provide parents with ideas which help to inspire them to enjoy physical activities more often with their children at home.
- Children make good progress given their starting points. They enjoy high-quality learning experiences and the quality of teaching across the pre-school is consistently good. Assessment arrangements have been refined since the last inspection and include all those involved in each child's learning and development.
- There is a well-established programme of ongoing supervision, training and professional development provided to the staff. This helps to maintain a well-qualified and motivated staff team who promote children's learning well.

### It is not yet outstanding because:

- Although the management team have a system to monitor the progress that different groups of children are making, this is not yet fully embedded.

## What the setting needs to do to improve further

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

- monitor the progress of different groups of children more precisely to help all children make as much progress as possible.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to a number of parents during the inspection and took account of their views expressed in questionnaires and written testimonials.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff maintain good knowledge of how to identify if a child may be at risk of harm and who to contact if they have any welfare concerns. The manager keeps fully up-to-date with changes in guidance, and staff have opportunities to share their learning from safeguarding training to benefit the whole staff team. Since the last inspection, staff have been involved in observing the strong teaching practice of the pre-school's special educational needs coordinator and have enhanced their own skills to support children's individual needs. Parents' views are readily gathered, such as through discussion and via questionnaires. These are taken forward to inform an action plan for improvement. For example, parents make suggestions to develop the provision for outdoor learning and volunteer their time to help to implement the improvements.

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

Planning meetings help staff to grasp a good knowledge of any gaps in individual children's learning. Staff plan a good range of activities that build on each child's stages of development and support them to explore their spontaneous interests. For example, a group of girls spend considerable time caring for a ladybird they find in the garden. Staff provide them with a suitable container which inspire them to work together to collect leaves and moss to make it a home. Staff support children's communication and language skills well. They spend much of their time down at the children's level, making eye contact with them and showing genuine interest in what they say. Children are encouraged to engage in reflective discussions. For example, staff use pictures to support the involvement of children who have special educational needs and/or disabilities.

### Personal development, behaviour and welfare are outstanding

Parents express high levels of appreciation for the staff's commitment and welcoming approach. They explain that the manager goes the extra mile to find out about their child's needs and how best to plan for these. Children's behaviour is remarkably positive and they develop a strong appreciation of right and wrong. Staff are very skilled in creating a highly nurturing and supportive environment which helps children to develop excellent levels of self-esteem. Children eagerly seek out their key person to share their ideas and their contribution is celebrated. The manager's energy and vibrant teaching motivates the children to be physically active. For example, they eagerly emulate the physical movements she models and they notice the effect exercise has on their bodies.

### Outcomes for children are good

Children make independent choices, play together harmoniously and listen to and follow instructions well. Two-year-old children approach new challenges and experiences with great levels of confidence. For example, they eagerly make marks using cooked spaghetti dipped in paint and use increasingly secure language to describe their pictures. Older children have strong literacy skills. They learn to read their names in various situations and often choose to write for different purposes in their role-play situations. All children acquire a wide range of skills in readiness for school.

## Setting details

<b>Unique reference number</b>	EY255234
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1091647
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Twinkletoes Preschool Ltd
<b>Registered person unique reference number</b>	RP911108
<b>Date of previous inspection</b>	6 May 2015
<b>Telephone number</b>	07763 861224

Twinkle Toes Pre-School registered in 2003 and is located in Felixstowe, Suffolk. There are nine members of childcare staff. Of these, eight hold relevant early years qualifications ranging from level 2 to level 6. The pre-school opens each weekday, apart from Tuesday, during term time. The setting operates from 8.15am to 3.45pm with flexible session times within these hours. The pre-school provides funded early education for two-, three- and four-year-old children.

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