

Twinkle Star Pre School Ltd



234 Market Street, Droylsden, MANCHESTER M43 7AZ

Inspection date	20 September 2018 - 11 October 2018
Previous inspection date	24 February 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The leadership team and staff share an uncompromising vision to provide the very highest standards of care and education for all children. Leaders and staff use their vast amounts of experience and expertise to deliver an inspiring curriculum. As a result, children are highly motivated learners.
- The quality of teaching is consistently excellent. Staff make meticulous observations of children's current stages of development and interests. They use this information skilfully to plan activities that are sharply focused on children's next steps. Consequently, children display high levels of attention and an eagerness for learning.
- Staff and leaders gather detailed knowledge about the progress children are making. This enables them to swiftly identify children at risk of falling behind. They work closely with other professionals and take prompt action to help close any gaps in children's learning. As a result, all children, including those in receipt of additional funding, make excellent progress from their starting points.
- Children's behaviour is exemplary. Staff consistently reinforce the rules of the pre-school and children are clear about the expectations of their behaviour. As a result, children and staff demonstrate high levels of respect for each other and the learning atmosphere is harmonious.
- Partnership with parents is very strong. Staff use innovative ways of engaging parents in the nursery and their child's learning. For example, children were given an autumn walk bag to complete with their families. The leaves, conkers, moss and twigs brought back into the nursery were used for creative activities and to promote group discussions.
- The key-person system is highly effective. Children quickly form secure emotional attachments to staff. This helps to promote their emotional well-being and enables them to develop their independence skills. Children rapidly become effective learners and demonstrate high levels of engagement in their play.

What the setting needs to do to improve further

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

- strengthen the excellent educational programmes already in place to consistently challenge the most able children.

Inspection activities

- The inspection took place over two separate visits.
- The inspectors toured the pre-school and observed children during play, both indoors and outdoors.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- An inspector carried out a joint observation with the manager.
- The inspectors looked at children's records, planning documentation and evidence of the suitability of staff working in the pre-school. They also looked at a range of documentation, including policies and procedures.
- The inspectors observed the quality of teaching and care practices and the impact this has on children's learning and emotional well-being.

Inspectors

Alison Tranby

Stephanie Nixon

Joan Madden

Inspection findings

Effectiveness of leadership and management is outstanding

The experienced leadership team continuously reviews standards and maintains excellent practice. Staff and parents share this vision for excellence and fully contribute their ideas and thoughts to ensure this high quality is maintained. Safeguarding is effective. Staff are alert to child protection issues and are able to implement local procedures to protect children from possible harm. The leadership team has an excellent understanding of the staff team and their professional development needs. Staff are supported to enhance their qualifications and training needs so they continuously improve their practice and skills. For example, leaders have supported staff to undertake a sign language course to improve their communication skills with children and parents.

Quality of teaching, learning and assessment is outstanding

Children have access to a wide variety of exciting and challenging activities, both indoors and outdoors. Children's physical development is accelerating. They benefit from an extensive outdoor area and take part in football and dance sessions. Two-year-olds thoroughly enjoy spraying water onto breakfast cereal. They use their developing communication skills and vocabulary to explain the crackle sounds the cereal makes as it changes from hard to soft. Staff place a strong focus on developing older children's literacy skills in preparation for school. Older children are capable of recognising and writing their own names and many are beginning to recognise initial letter sounds confidently.

Personal development, behaviour and welfare are outstanding

The pre-school's firmly established daily routines highly promote children's independence skills and decision making. Children show great confidence as they make their own decisions about when they have their snack. Before sitting down to eat children check in using the self-registration system and take their own responsibility to wash their hands. Children competently prepare their own snacks, choosing from a variety of foods, and handle the appropriate cutlery and crockery with ease. Parents speak of the pre-school being integral to the community. Many parents have chosen for their children to remain at the pre-school rather than move on to school nurseries. This is due to the commitment and care the 'Twinkle' staff provide to their children.

Outcomes for children are outstanding

Children are developing an excellent range of skills they require for the next stage in their learning, including their transition to school. The most able children achieve well and some are exceeding levels that are typical for their age. However, there is room to improve the educational programmes to provide additional challenge to the most able children. Older children's awareness of technology and mathematics are greatly encouraged. They confidently navigate software programs as they recognise numerals up to 10. Children of all ages contribute their ideas to a circle time discussion about the five senses. Children eagerly discuss their experiences of tasting flavoured jelly and show delight as they smell freshly grown herbs. Children demonstrate a maturity beyond their years as they respect each other's opinions and listen intently during group discussions.

Setting details

Unique reference number	EY469016
Local authority	Tameside
Inspection number	10078664
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 10
Total number of places	64
Number of children on roll	64
Name of registered person	Twinkle Star Pre-School Limited
Registered person unique reference number	RP909795
Date of previous inspection	24 February 2014
Telephone number	01613701111

Twinkle Star Pre-School Limited was registered in August 2013. It is situated in the Droylsden area of Tameside. The pre-school employs 11 members of childcare staff. Of these, one holds qualified teacher status, one holds an early years degree and nine hold an appropriate early years qualification at level 3. The pre-school opens Monday to Friday from 9.10am until 2.45pm, term time only. Before and after school care is also available from 7.45am until 6pm and a holiday club operates eight weeks of the year. The pre-school provides funded education for two-, three- and four-year-old children.

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