

Inspection of Twinkle Tots Pre School

Heelands Meeting Place, Glovers Lane, Heelands, MILTON KEYNES MK13 7PG

Inspection date: 7 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children follow a well-organised curriculum that excites and motivates them. They learn in ways that suit their interests and individual stage of development. Children with special educational needs and/or disabilities make rapid progress at the pre-school. This is because staff recognise their needs early on and make effective plans to focus on the areas where they need most support. Children experience good levels of challenge. For example, they roll dice and count the dots, adding two numbers together. This helps children to expand on their mathematical abilities and put their knowledge into action. Children develop their physical skills well. Staff recognise when they need help to gain better control of the small muscles in their hands. Staff provide multiple activities to support this. For example, children use scissors to cut the wool and ribbon hair of animals in the 'pet parlour'. Children chose to play outdoors and explore the mud kitchen with curiosity. Children form warm relationships with the key people who look after them. This helps them to settle quickly at the pre-school.

Children are developing confidence and resilience. They behave well and demonstrate respect and courtesy towards each other and staff. Children are confident talkers who can express themselves clearly and competently.

What does the early years setting do well and what does it need to do better?

- The manager and staff team have a clear intent for the curriculum. They focus on helping children to become sociable talkers who can make friends. Staff help children to build on what they already know and can do. They are aware when children's development exceeds expectations and ensure that they provide activities that engage and challenge children.
- Children have rich experiences to promote their literacy skills. Story times are lively and exciting, and children enjoy answering questions and choosing books. The lending library at the pre-school allows children to carry on this interest in books and stories at home with their families. Children are starting to learn about early reading and writing in intriguing ways, such as when the phonics robot visits. Children learn about letter forms and sounds.
- Staff teach children how to be patient and take turns when they play together. They remind children to wait as they eagerly want to say the answer to their questions. This encourages children to learn about playing and learning together as a group.
- Children understand the rules that are in place and follow them willingly. For example, children understand that they must ride bicycles in the sectioned-off area in the garden. They follow the pre-school routine instinctively and know what staff expect of them. This helps to contribute towards the calm and purposeful learning environment that children enjoy.

- There have been several recent changes to the committee team that has responsibility for the running of the pre-school. As a result, the manager has not had regular, effective supervision and support in her role. However, with the additional support of the local authority and administrator, the manager and staff team have addressed the weaknesses identified at the previous inspection effectively. This has improved the quality of the provision for children.
- Although staff know their key children well, they do not always find out detailed information about children's backgrounds, heritage and culture. Consequently, they do not fully understand children's family life to celebrate what makes everyone individual.
- Generally, parents are happy with the information they receive from the pre-school about their children's development. However, some parents report that they feel less confident to share information with staff, especially those parents who speak English as an additional language.
- The staff and manager show determination, passion and a strong commitment to their work. Together, staff support each other. The manager focuses on promoting staff's well-being. As a result, staff report that they love working at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a clear understanding about their roles and responsibilities in relation to keeping children safe. The designated lead person for safeguarding works effectively in her role. She shares key information with staff and monitors and reviews policies and procedures that help to keep children safe. The committee team and administrator take responsibility for checking the suitability of staff who work with children. There is a nominated member of staff who is responsible for health and safety. She competently ensures that risk assessments are effective in keeping the children and the pre-school environment safe.

What does the setting need to do to improve?

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

- ensure that there is a leadership team whose members possess the knowledge and skills needed to supervise the work of the manager and sustain and build on the good quality of the provision
- find out more about children's home lives and heritage to help celebrate what makes them unique
- increase opportunities for parents to work even more effectively with staff to exchange information that further enhances children's learning.

Setting details

Unique reference number	141880
Local authority	Milton Keynes
Inspection number	10213507
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	31
Name of registered person	Twinkle Tots Pre School
Registered person unique reference number	RP901843
Telephone number	01908 311 911
Date of previous inspection	21 October 2021

Information about this early years setting

Twinkle Tots Pre School registered in 2001. It is located in the community centre, Heelands, Milton Keynes. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and from 12.15pm to 3.15pm, with the option for children to attend all day.

A total of eight staff are employed. All staff hold relevant childcare qualifications at level 2 and above. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and the administrator. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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