

Inspection of Twinkle Toes Pre-School

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

Inspection date: 23 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted by welcoming staff as they arrive at the pre-school. They are encouraged to find their peg and hang up their own coats and bags, which helps to give them a sense of belonging. Children walk off freely and make their own choices about the activities they would like to explore. They have great relationships with staff and show that they feel happy and secure at the pre-school. Staff develop positive and respectful relationships with children. They listen and respond to children's thoughts and ideas, and children take pride in their achievements. Staff praise children's creativity, supporting them to develop positive attitudes and become independent learners. Children articulate what they already know and understand, and use this to recall previous learning experiences. For example, they recall their curriculum topic of 'old' and 'new', to explore different houses while out on a walk in the local community.

Children's well-being is a significant focus for the manager and her staff. They provide an inclusive environment that supports children's understanding of their feelings and helps them to regulate their emotions. For example, children identify they are 'happy' during a morning meeting with staff. Staff provide opportunities for children to learn how they can keep themselves safe. For example, children enjoy using small knives to practise cutting up familiar fruits and vegetables. Attentive staff demonstrate how to hold the knives safely.

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

- The manager has adopted a curriculum that introduces different themes and incorporates children's interests. Children's communication and language is positively encouraged in all areas throughout the pre-school. Staff offer social interaction groups to provide tailored support for all children. Staff use Makaton with children effectively to enhance their communication and ability to express their own needs.
- Children are provided with new experiences to broaden their understanding of the world around them. Staff regularly plan outings that teach children about their local community. For example, they go on the bus to visit the nearby beach. Children enjoy learning about early mathematical concepts during daily walks in the local area. They confidently identify numbers as they talk to staff and their friends.
- Children enjoy playing cooperatively together using their imagination. They create their own structures with cardboard boxes and skilfully cut tape with scissors to secure them in place. Children confidently express their own ideas and thoughts with their friends, supporting their self-esteem. Staff remind children about their expectations for behaviour during play. However, they do not consistently apply this and do not always support children's understanding of

how their actions can impact on others.

- Children show delight in the outdoor environment, building with real bricks and showing pride in their achievements. They call staff to celebrate when they stack them on top of each other independently. Leaders and staff meet regularly to discuss children's progress. Staff reflect on the activities they provide, to ensure they are suitable and meet the needs of their children.
- The manager has a positive presence within the pre-school. She confidently leads staff and role models effective teaching by extending and elaborating on children's ideas. However, staff are not consistently confident to do this and, occasionally, this impacts the quality of teaching that all children receive during activities.
- Parents highlight that children are supported by staff to develop the skills needed to be ready for school. They report high levels of support that they receive from the pre-school, stating that communication is a real strength. Parents say they feel involved and are provided with ideas to continue their child's learning at home through their online platform.
- The pre-school staff value partnership working with other professionals. They work collaboratively with parents to identify any gaps in children's learning and take swift action to support them. This means that all children, including those with special educational needs and/or disabilities (SEND), make good progress in their early education.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are well understood. Staff are aware of their own roles and responsibilities to support children's well-being and identify if children may be at risk. They are confident in identifying where they would find information to seek additional support if they needed it. This means that all staff are confident in the process for reporting concerns to ensure all children are kept safe from harm. The manager ensures staff's suitability is a priority, and this is checked regularly. This ensures that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support children to develop an awareness of their own behaviour and how their actions can impact on others
- help staff to develop their confidence to consistently challenge and extend children's learning, to allow all children to benefit from the learning opportunities provided.

Setting details

Unique reference number	EY255234
Local authority	Suffolk
Inspection number	10264942
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	29
Number of children on roll	31
Name of registered person	Twinkletoes Pre-School Limited
Registered person unique reference number	RP911108
Telephone number	
Date of previous inspection	30 June 2017

Information about this early years setting

Twinkle Toes Pre-School registered in 2003 and is situated in Felixstowe, Suffolk. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens each weekday, apart from Tuesdays, during term time. It operates from 8.15am to 4pm, with flexible session times within these hours. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Holly Todd

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time and during a group activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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