

# Inspection of Twinkle Star Pre School Ltd

234 Market Street, Droylsden, MANCHESTER M43 7AZ

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Inspection date: 21 April 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

Children struggle to engage with any meaningful learning at this loud, unorganised setting. The management team fail to deploy staff effectively to meet the needs of all children. Younger children and children with special educational needs and/or disabilities (SEND) in particular do not have good quality experiences. This poor deployment, at times, undermines children's safety, as staff cannot adequately supervise children.

The manager openly admits that there is no curriculum in place for children with SEND. She does not plan activities or consistently implement strategies to support these children in their ongoing development. Similarly, two-year-olds are often overwhelmed and disengaged due to their needs not being considered within the curriculum. Older children enjoy some aspects of education. They recall phrases from their favourite stories and happily sing along to nursery rhymes. However, overall, the curriculum is poorly designed, lacks depth and staff do not understand the areas of learning they are attempting to deliver.

Despite this, children form warm bonds with staff. Older children, who are more accustomed to the hectic environment, show that they are independent explorers. They readily access toys and play with their peers. Some children begin to form strong friendships with others. However, children are not given clear expectations for behaviour and are often left to their own devices. This particularly does not support quieter, younger or less confident children who, unfortunately, fade into the background.

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

- Poor staff deployment seriously impacts upon the learning environment. The management team fail to recognise that although there are enough staff in the building, they are unable to effectively supervise and organise the numbers of children present. This leads to a chaotic environment which, at times, hinders children's learning. This also leaves children at risk. For example, children wrap handbag straps around their neck and wander alone into rooms they are not supposed to enter without staff noticing.
- The management team and staff do not securely understand how young children learn. They fail to provide a challenging, well-designed curriculum, which supports children's ongoing progression. Staff do identify next steps in learning and development for their key children, however, they fail to plan activities to support these goals. Instead, children who are most able do not receive sufficient challenge and gain little from planned learning experiences. Children who are quieter and less confident, shy away and experience few staff-led interactions at all. Children do not make the progress they are capable of.

- Children with SEND are failed in this setting. The management team do little to engage these children, who spend the majority of their day without meaningful interactions. The management team do not understand how to implement a curriculum designed to meet the needs of these children. They state that their setting is a 'safe place' for these children to attend and that their education will take place in later provisions, such as school. Most staff mirror this view, a minority of staff show a good understanding of SEND and how to support children. However, this is not enough to positively impact learning and development for these children, who make little progress.
- The providers and the management team do not have accurate oversight of the setting. They fail to complete suitability checks for all staff. They also fail to effectively evaluate the quality of care and education provided. For instance, the manager carries out supervisions and appraisals with staff. However, as she does not understand the curriculum herself, she cannot help to raise the quality of teaching provided by staff. However, staff do report that they feel confident to approach the manager with any personal concerns, they feel supported in their roles and happy at the setting.
- The manager is committed to building and maintaining respectful working partnerships with parents. Parents share positive feedback for the manager and staff. They appreciate that their children are learning to make strong friendships and find communication to be a strength of the setting. Parents also comment that the manager has been very supportive. Information about children's days is shared with their parents, who enjoy this glimpse into their child's world.
- Children's personal development is not well supported. Their social and emotional well-being is not given priority. This is because staff are too consumed with attempted supervision, tidying up and moving large groups of children from one spot to another. Some children become upset, others stare off into the distance while others begin to run around and act boisterously. Children have narrow experiences at this setting.

## Safeguarding

The arrangements for safeguarding are not effective.

The management team and staff do not have a secure understanding of their roles and responsibilities in safeguarding children. The manager, who is also the designated safeguarding lead, does not fully understand some aspects of child protection, such as managing allegations against staff. This means she is not well equipped to support her staff team in these areas. Some members of staff mirror the managers' lack of knowledge and this undermines the effectiveness of safeguarding at this provision. Staff complete daily risk assessments but fail to identify obvious hazards in the process. They tick a box to say there are no trailing wires in the room, despite the inspector identifying five trailing wires within reach of children. This undermines children's safety. The majority of staff have robust suitability checks in place. However, the manager and the providers do not recognise the risks of using Disclosure and Barring Service checks which are several years old for newly hired staff.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
identify and rectify any risks within the environment, such as trailing wires and choking hazards	22/05/2023
deploy staff effectively to meets the needs of all children	08/05/2023
provide a challenging and appropriate curriculum for all children to support their ongoing progression	22/05/2023
ensure children with special educational needs and/or disabilities are given appropriate, targeted support to aid progression and support them to access and enjoy the curriculum	22/05/2023
ensure the suitability of all staff has been verified	08/05/2023
ensure leaders maintain effective oversight and evaluation of the setting to identify and implement improvements in the quality of care and education	22/05/2023
ensure all staff and leaders have a sufficient understanding of safeguarding children with particular regard to allegations management.	08/05/2023

## Setting details

<b>Unique reference number</b>	EY469016
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10285211
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	64
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Twinkle Star Pre-School Limited
<b>Registered person unique reference number</b>	RP909795
<b>Telephone number</b>	01613701111
<b>Date of previous inspection</b>	11 October 2018

## Information about this early years setting

Twinkle Star Pre School Ltd registered in August 2013. It is situated in the Droylsden area of Tameside. The pre-school employs 11 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and nine hold appropriate qualifications 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 and a holiday club operates eight weeks of the year. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The operations manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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