



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 321105

DfES Number: 535404

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Alison Margaret Walker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Twinkle Toes Playgroup
Setting Address Meynell Road
Leeds
West Yorkshire
LS15 9AQ

REGISTERED PROVIDER DETAILS

Name Twinkle Toes Playgroup

ORGANISATION DETAILS

Name Twinkle Toes Playgroup
Address Meynell Road
Leeds
West Yorkshire
LS15 9AQ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Twinkletoes playgroup opened in 1997. It operates in two large rooms in Colton Institute a single storey building in Colton Village, a suburb of Leeds. The playgroup serves the local community.

There are currently 25 children aged two to four years on roll. The playgroup receives funding for three and four year olds. Children attend for a variety of sessions.

The group opens five days a week during school term time, sessions are from 8:00am to 13:00pm. The group also offers sessional activity workshops during some school holidays for children up to the age of 12 years.

There are four part time members of staff. Two or three work with the children at any one time. Half the staff have an early years qualification. The group receives support from the Pre School Learning Alliance and an advisory teacher from the Early Years Development Partnership.

How good is the Day Care?

Twinkletoes Playgroup provides good quality care for children. Policies and procedures are in place which give clear guidance to the group's whole operational plan. However, two minor areas of improvement were identified. The staff team work well together. They are confident in their roles and are dedicated to ensuring the children receive high quality care and education. There is an effective staff induction process which is successful in integrating new staff. All members of staff hold a valid first aid certificate and two have an early years qualification.

Children are confident and well stimulated. They receive constant support and reassurance from staff. There is an effective key worker system. A good selection of age appropriate quality play materials and equipment are readily available which meet all the children's needs. Thoughtfully planned activities give children new experiences and help them develop in all areas of learning.

The environment is warm and welcoming to both children and parents. Effective health and safety procedures are in place. The children receive healthy snacks which are freshly prepared on the premises.

Behaviour throughout the group is good. There are clear boundaries and positive behaviour is encouraged by praise from the staff. Friendly and trusting partnerships have been developed with parents. Successful communication links keep them informed on all aspects of their child's care and development on a regular basis.

What has improved since the last inspection?

N/A

What is being done well?

- Staff are experienced and enthusiastic. They have a friendly approach making everyone feel welcome. They work well together as a team. They have a clear knowledge of the daily routines, policies and procedures. They are confident in their roles which has a positive impact on the children. They know them well and are able to meet their individual needs. Children enjoy the stimulating and happy environment. They are very confident, settled and have a warm relationship with the staff and each other. Activities are well planned and structured to give the children opportunities to develop in all areas of learning in a very enjoyable way. They are continually challenged to use what they know and encouraged to learn more.
- A good standard of health and safety is maintained. Good procedures are in place to keep children safe and free from harm. Effective hygiene practices are promoted with the children to ensure risks of cross infection are minimised. Children have clear routines and there is a consistent approach to behaviour management. The children are considerate towards one another, take turns and share play equipment.
- Parents are kept well informed through good communication links, which includes daily verbal feedback, a parent's notice board, access to their child's profile and termly reports. Strong and trusting relationships have been established. Parents are confident in the care their children receive.

What needs to be improved?

- the complaints procedure
- the procedures for recording visitors.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
12	Ensure that the complaints procedure includes the address and telephone number of Ofsted and that this is shared with parents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Twinkle Toes Playgroup offers very good quality provision, which helps children make very good progress towards the early learning goals.

The quality of teaching is very good. Staff's clear knowledge of the foundation stage enables them to plan and assess children's progress effectively. Excellent interaction means that many opportunities are used to challenge children and develop their mathematical concepts and language. Staff manage children's behaviour very well. Children develop respect and good understanding of the agreed behaviour codes. They relate well to adults and each other. However, there are less opportunities for children to develop a sense of community and to understand peoples different needs and cultures.

Leadership and management is strong. Staff are a committed and enthusiastic team, who have a shared understanding of good early years practice. The group continue to evaluate the quality of education offered through making good use of the local support networks.

Partnership with parents is very good. Parents are very well informed of all aspects of the group. They are encouraged to be involved in their child's learning, further helping their children to progress. They receive particularly good clear information of the education offered to their child.

What is being done well?

- Staff's planning in knowledge and understanding of the world is very effective. Staff provide many interesting activities which encourage children to explore how things work, the natural world, and their local environment.
- Mathematical concepts and language is promoted well through both planned and practical everyday activities.
- Children are given regular opportunities to develop their reading and writing skills. They are able to access the book areas independently. They make good attempts to write for a purpose, and use opportunities to make marks in other areas such as role play.
- Older and more able children are very competent at using Information Technology equipment, which helps support their learning effectively.
- Children's behaviour is very good. Excellent use of agreed behaviour codes and boundaries mean that children develop respect for each other and for the equipment.
- Resources are well planned and organised so that children may access areas independantly and begin to develop their own ideas.

- The staff are highly motivated and work well together to ensure that good quality care and education is offered.

What needs to be improved?

- Point for consideration:
- the further development of children's sense of community, and understanding of people's different beliefs and cultures, which need to be treated with respect.

What has improved since the last inspection?

The group have made very good progress since the last inspection.

The book area is used effectively. Children access it both independently and during story times. Staff always refer to print, and the author of the book. Children handle books very well. They often pretend to read out their own stories, using their fingers to point out text. There are many other opportunities for them to look at print, in other areas, and children can begin to attempt to write for a purpose.

There are more opportunities for the parents to contribute to their child's learning and assessments. They can add their own observations to the children's profiles. Good key worker relationships mean that parents are able to discuss and share their child's progress with staff. Each child now receives a detailed termly report, which records their progress towards the early learning goals in each area of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and motivated to learn. They relate well to adults and each other, and have a good understanding of the agreed behaviour codes. They listen and concentrate very well when appropriate. Most children work well together in groups, and older children are confident at working independently. However, there are less opportunities to develop a sense of community and understand peoples different needs and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children speak confidently to adults and each other. Older children are able to initiate their own conversations and communicate their needs effectively. Their reading and writing skills are developing well, through good use of books and mark making equipment. Younger children are developing a keen interest in books and access them independently. Most children understand that print carries meaning, and some older children can write their names and make marks for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children are competent at counting to five. Older children count beyond ten, and recognise numerals up to nine. Most are developing good concepts of shape and size. Staff provide many opportunities for them to use mathematical language and concepts through both planned and practical everyday activities. Older children use language for early calculation skills well, and are beginning to use mathematical ideas to solve problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are effectively able to explore, and investigate the natural world and their environment both indoors and outdoors. Older and more able children are confident at using Information Technology equipment to support their learning in all areas. They are able to develop good skills in building and constructing, using various materials independently and can develop their own ideas.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a wide range of equipment which enables them to balance and climb confidently. Most children are able to move around, under and over objects with good self control, and they are developing a good awareness of space. Older children have a very good understanding of the importance of keeping their bodies healthy, and changes when they exercise. Most children are developing competent skills of using small tools and equipment with increasing control.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are confident at expressing their feelings through music and dance. They enjoy listening to stories and singing a wide range of songs. Older children know their colours and shapes well, and are freely able to explore mixing colours to develop their own ideas. All children use their imaginations well, through both planned and spontaneous role play activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration:
- Consider ways which children can further develop a sense of community, and understand people's different needs and cultures, which need to be treated with respect.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.