



Tiggywinkles Pre-School and Playgroup

Inspection report for early years provision

Unique Reference Number	151508
Inspection date	21 November 2006
Inspector	Beryl Witheridge
Setting Address	Joydens Wood Community Centre, Birchwood Drive, Dartford, Kent, DA2 7NE
Telephone number	07867 523545
E-mail	tiggywinkles@cad-designs.co.uk
Registered person	Susan Hush
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tiggywinkles opened in 2001 and operates from three rooms in a Community Centre. It is situated in Joyden's Wood, Dartford, Kent. A maximum of 36 children may attend the pre-school at any one time. The nursery is open each weekday from 09.15 to 12.00 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 36 children aged from two to under five years on roll. Of these 17 children receive funding for nursery education. Children come from a wide local catchment area. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The pre-school employs eight staff; of these five staff, including the manager, hold appropriate early years qualifications. There are two staff who are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning about effective hygiene practices. They are encouraged to wash their hands after going to the toilet or after partaking in messy play, such as painting and sticking. Staff support them with appropriate language, reminding the children to rub the soap in well and to make sure they do the backs of their hands as well as the front. Young children benefit from effective hygiene routines, such as nappy changes; most younger children are in pull ups but if necessary there is access to a changing mat. Staff use disposable gloves, nappies are disposed of hygienically in nappy sacks and anti-bacterial spray is used for cleaning the changing mat after each use. Children are protected from the spread of infection because staff also use antibacterial sprays to clean worktops and tables. Children's health is promoted through the records which log accidents and any medication given. However, these are on loose leaf and could be mislaid; also the information required is not always completed correctly. Children benefit from appropriate procedures when they are ill, staff contact parents immediately and ask them to collect their children. They are given appropriate care in a quiet area until parents arrive; the high staff ratios allow this to happen without any detrimental affect on the other children. There is written parental permission for seeking medical advice and treatment.

The children are provided with fresh drinking water and milk at snack time, they are able to pour their own drinks. If they want a drink at any other time, they know that they just have to ask and a member of staff will get them a drink. Children benefit from clear agreements between the group and parents regarding food, which ensures their dietary/religious requirements are respected. Their individual dietary requirements are written on their place mat, so that all staff, students and volunteers are able to see at a glance what these are. Children are encouraged to help prepare healthy choices at snack time; they have made Fajitas and prepared the fruit for 'smoothies'. Children are offered healthy options such as fruit, rice cakes and savoury cheese snacks. The group has tried to introduce healthier options, which is why they no longer give children squash to drink. Children are encouraged to learn about healthy lifestyles through snack time, which is where they learn about foods which are good for their bodies.

Their large motor development is encouraged through physical activities. They have plenty of room to run, use ride on toys and bikes and large apparatus both indoors and in the car park, which is cleared of all cars when the children use it. Other indoor activities include music and movement and team games. Children show bodily awareness. They begin to understand the effects exercise has on their bodies, as they run around and get out of breath then have to sit quietly to get their breath back. Fine motor development is good. The children have many opportunities to use appropriate equipment and tools, such as pens and pencils, painting, playdough with cutters and rollers, jigsaw puzzles and art and craft activities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children access their learning and play experiences in a safe environment. The staff ensure that the premises are secure and suitable for the activities provided. They have plenty of space to

move around with use of the large hall and two smaller rooms. The younger children and the pre-school children are separated into different groups for part of the session; they join together for activities such as register, snack time and music and movement. Children find the setting welcoming because of the opportunities, toys and equipment set out by the staff. However, as they are not allowed to put pictures on the walls it looks quite sterile; this does not encourage the children to show pride in their work and achievements.

Children play with toys which are checked regularly for cleanliness and safety, any broken equipment is thrown away. Toys are cleaned on a rotation basis, staff take them home to clean if they are looking grubby; toys are also checked and cleaned at the beginning of each term. The furniture and equipment is not all child sized. Staff make the best use of what is available, only using the larger tables and chairs for the older children. The toys and equipment laid out gives the children choices. However, they do not have free access to all equipment as the hall has to be cleared at the end of every session.

Children are beginning to develop a good awareness of how to help keep themselves and others safe. They know the house rules and the staff take time to explain why certain procedures are necessary, such as not running or sitting properly on the chair. Even young children demonstrate an awareness of how to help keep themselves safe. For example, while playing with bats and balls some of the balls roll under the table. A two year old gets down on his hands and knees and crawls under the table to retrieve them; a member of staff reminds him to 'mind his head' and he keeps his head tucked right into his chest, until he is certain that he has cleared the edge of the table. Children's welfare and safety is promoted through the effective emergency evacuation procedure, which is carried out regularly and recorded in the fire log book. Children have the opportunity for local outings, such as visiting the local school and next door, when the mobile farm was there. Parents give written permission for outings. Children's safety is promoted because appropriate equipment, such as a fire blanket and extinguishers, are in place. Hazardous equipment and materials are all stored out of reach of the children.

Children's welfare is promoted through the written safeguarding children policy. A member of staff is to undertake updated 'safeguarding children' training, which will be cascaded back to the rest of the staff. The policy will be updated to ensure that it complies with local safeguarding children board (LSCB) procedures.

All staff working with the children know how to put the safeguarding children procedures in place. They know to record existing injuries and concerns, which they must discuss with the manager. They know how to make referrals and they have access to the relevant contact numbers. The staff have knowledge of keeping themselves safe from accusation and there are written procedures to be followed in event of allegations against staff or students/volunteers. The manager has the overall responsibility for safeguarding children issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children carry out their main activities in two groups, the pre-school and the under threes. Children enjoy social opportunities when they all join together for free play and snack time. Children join in and achieve during their time in the group. They are given a variety of activities

to take part in which are aimed at meeting their individual needs and at the overall needs of the group. Staff use planning and individual educational plans to ensure that all children are being included in the activities. The planning means toys, resources and experiences cover all areas of development, which helps to develop children's emotional, physical social and intellectual skills. Children show high levels of involvement and enjoyment. They come happily into the pre-school, join together for register time and then separate into their different age groups to take part in different themed activities. They confidently choose from a range of accessible toys and resources set out by the staff.

The quality of teaching and learning is satisfactory. Staffs' knowledge and understanding of Foundation Stage, the early learning goals and stepping stones are sound, which means children's' needs and interests are being met. Children are progressing steadily in relation to their individual starting point, which is assessed on entry to the group; staff feel that this will improve now they are implementing Birth to three matters. Children are making steady progress towards the early learning goals. The high staff ratios encourages the children to stay on task, to persist and to focus. Staff raise the children's confidence and self-esteem through praise and acknowledgement of their achievements. The six areas of learning are all covered through the broad and balanced range of activities and experiences. All children have access to all resources and experiences, they attempt new ideas and practise new skills. Staff continually monitor and record their observations, which ensures that they are covering all areas of the curriculum. Assessment is adequate and is used to help move children forward but this is not used effectively in the planning. Activities are not always linked to the stepping stones and the children's records do not clearly identify the next steps. Some progress is shown in all areas because staff use the environment, resources and their knowledge of the children to provide interesting and stimulating activities.

Children are positive and eager to learn. They show this through being imaginative, asking questions and working together to have fun. Children are learning to become independent, manage their own personal hygiene, attempt to fasten their own coats and they confidently select from the toys and activities on offer. Children are beginning to understand it is important to respect the values and feelings of others and to form constructive and harmonious relationships. They encourage children who are not as confident to join in and play their games. Children communicate well and speak very confidently to peers and adults alike. They listen and take turns when speaking in small groups, such as at snack time or when they talk together in their small groups at the tables. Children show an appreciation of books and stories which are freely accessible. They listen well and especially enjoy the stories when they use the finger puppets to act out the stories. They group runs a book club, where children are able to choose several books each week to take home and share with their parents. Some children can hold a pencil correctly and write recognisable words, such as their own names. Most are able to recognise their names on their place cards which they have to find at snack time. Children can link sounds and letters; they listen to a poem about the month of November and are able to recognise the words that rhyme 'nippy and slippy'. Children are learning new vocabulary; for example, they are being introduced to other languages and are learning to say hello and goodbye in Spanish, which linked in with their Mexican theme. Children are learning how to use numbers in everyday situations; they count the number of children present, the days of the month and how many days in the week. They are able to identify numbers on the number chart and match

them with number cards. Staff ask questions to help children to problem solve: 'How many ducks are there on the pond? how many in the stream? which is the biggest number and which is more?' Children take part in practical activities which helps them to understand size and shape, such as making animal shapes with the popoids and making pictures with the shape and tap; they can recognise and name squares, triangles and circles. They enjoy water play where they are able to weigh and measure.

Children use their senses to investigate and explore. They use paint, playdough and the tools to work with this medium. They are introduced to new tastes in their food and try foods from different countries, through their themed activities. Children learn about other cultures and beliefs through the curriculum planning; where they learn about other people in the world, their food, their clothes, their music and their language. Children use different forms of communication in their play. They use tills in the role play area and the computer with appropriate games; staff support them in their use of the computer but this is not available at all times, to give them free access. They show interest in the world around them. They talk about the weather being cold and windy and about the clothes they have to wear; one child talks about 'his big warm coat', they talk about the wind blowing the leaves off the trees because it is autumn. Children have many opportunities to improve their physical development. They are showing a good awareness of space. They have access to bikes and cars, hoops, tunnels and ball games, music and movement and group games, such as 'the bear and the honey pot'; where they have to take it in turns to be the sleeping bear. Another child has to wake up the sleeping bear, by trying to steal the honey pot, the bear then chases the person responsible around the outside of the circle; they do this well without any mishaps but a lot of fun and laughter. Children are starting to learn their colours and explore a range of texture, shape and form in different dimensions. They make some colourful and imaginative pictures and designs when they are painting. The children make some birds and a member of staff shows them how to fold the paper to make the wings; one child picks up the folded paper and says 'it's just like a fan'. Children enjoy participating in singing sessions. They have a good repertoire and enjoy picking the song, then standing up to sing in front of the other children. The children are provided with a variety of activities which encourage their emotional, physical, intellectual and social skills.

Helping children make a positive contribution

The provision is satisfactory.

All children are treated according to individual needs. Young children show a sense of belonging as they are acknowledged and affirmed. At register time the youngest child in the group confidently waves and says good morning when his name is called, he is praised for doing it so well. The group welcomes children from many different backgrounds, those with English as an additional language and those with learning difficulties and disabilities. Children's individual needs, their home and background are discussed with parents. Children receive some support from outside agencies to help meet these needs. A member of staff has just completed a course on English as a second language, which she found very helpful and informative. Children learn about themselves, others and the wider world from a range of resources and activities, which help to provide them with positive images of diversity; such as the theme of different countries and learning to say hello and goodbye in different languages.

Children with learning difficulties and disabilities (LDD) attend the group and appropriate action is taken to meet their individual needs. The trained special educational needs co-ordinator (SENCO) works closely with both children and parents. She also receives support from the Early Years SENCO adviser. All staff are involved in the appropriate care and work well together as a team to provide the children with the necessary support. Individual educational plans (IEPs) are put in place for the children and the SENCO works closely with the keyworker to establish the best way forward for each child. The staff work with the parents and outside agencies wherever possible to provide continuity of care.

Children know the expected behavioural boundaries which are in place. They know the routines and the procedures for going to the bathroom. They understand the importance of clearing away the toys when they have finished playing with them. Staff are consistent, they always deal with issues in a calm and quiet manner. They are good role models. The strategies used are few and far between because the children's behaviour is of a high standard. Staff speak to a child if they are doing something they shouldn't but always make it a positive experience for the child by not dwelling on the negative. There is a lot of praise and encouragement for the children. Any serious concerns would be discussed with the parents. Children's behaviour is managed in a positive way which promotes their welfare and development.

The group operates an open door policy. Parents are able to come into the group at any time to talk to the keyworker about their child. Children benefit from consistency of care. When children first start at the group parents are encouraged to come in for a free taster session; during this time they are able to see how the group runs, look at the policies and procedures and discuss any issues or concerns with the staff. The staff feel that this works well for both the child and the parent. Parents are invited to certain activities throughout the year, such as the Christmas concert or the Easter bonnet parade. At these times the children's folders are put out and parents are able to go through them and discuss them with the keyworker. Parents receive regular newsletters throughout the year advising them of themes, activities, staff issues and any other relevant information. Children's welfare is promoted by effective child information records which contain all the required information. The record of complaints is available to be shared with parents, although it does not contain Ofsted's address and the current phone number.

Partnership with parents and carers is satisfactory. Children's developmental needs are promoted. Staff ensure parents receive information about the curriculum, their children's progress and achievements. There is an initial assessment when the child first starts. Information is shared through discussion with parents when their child first starts at the group and then continued discussion as they look at their children's records. They are able to take these home to study in more detail and then make an appointment to see the keyworker if they want to discuss anything. Developmental progress is recorded using both Birth to Three matters and the Foundation Stage. Parents see their children's progress records throughout the year and then come in to discuss the 'Record of transfer' when their child leaves to go to school. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The owner/manager and her staff are suitably qualified or are undertaking training to provide the children with satisfactory care and nursery education. They work together to meet the individual needs of the children attending. There are recruitment procedures in place to ensure that the staff working with the children are suitable to do so. However, these are not very robust or rigorous and a review of staff vetting procedures is required.

Children's welfare, care and learning are promoted by the written policies and procedures which are implemented by the staff. The staff continually risk assess and supervise children at all times.

Children have plenty of space to move around and access the toys and resources which are on offer, all of which are developmentally appropriate and meet the needs of the children. The record of attendance is up to date but does not show clear arrival and departure times, when these are different from the norm. It does record when and why a child is not present. Staff looking after children are recorded in the register.

All the required documentation is readily available for inspection, except the self evaluation form (SEF) which the group have just started to look at. All information is confidentially kept and is safely stored. The owner/manager has a clear understanding of the records, which provide parents and carers with clear information about the care provided and ensure that children's welfare is monitored. The registration certificate is clearly displayed in the entrance lobby with the public liability insurance certificate.

The leadership and management are satisfactory. The owner/manager works to ensure the integration of care and nursery education is coming together in all areas. She works with the keyworkers to discuss what the next steps are for their individual children and what is needed to help the children progress. All areas of the curriculum are delivered by monitoring the activities which have been provided for the children. The curriculum is monitored and evaluated to identify its strengths but sometimes misses the weaknesses, such as the activities tend to lead the planning and not the children's next steps. The manager inducts staff by talking them through what they need to know and allowing them to find their own feet. Training and resource needs are identified through annual staff appraisals. The high staff ratios permit staff to be able to go on courses regularly. Staff are motivated through termly staff meetings and working with individual keyworkers to discuss any child they have a concern with. The group is receiving outside support from an Early Years advisory teacher.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group was required to make some improvements they had to: ensure records are recorded in ink as a permanent record; ensure the complaints procedure includes the address and telephone number of Ofsted; and to keep a written record, signed by parents, of medicines given to children. All of these areas have now been addressed and the

documentation provides clear permanent records for staff and parents to ensure that their children's needs are being met.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that written accident forms contain all the correct information and that sheets are validated in some way to ensure that the evidence is chronological
- up date the complaints procedure to include the correct address and phone number for Ofsted
- ensure that employment and vetting procedures are robust and rigorous

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that children's work is clearly displayed allowing them the opportunity to take a pride in their achievements
- ensure that the planning is clearly linked to the early learning goals and that the next steps for children are identified to lead the planning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk