



## TIDDLYWINKS NURSERY

Inspection report for early years provision

<b>Unique Reference Number</b>	509315
<b>Inspection date</b>	20 July 2005
<b>Inspector</b>	Anne Felicity Taylor
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Tiddlywinks Nursery has been registered since 1989. The nursery is purpose built and set within the grounds of the owner's home in the West Heath area of Birmingham. The self contained single story unit has four rooms, plus kitchen and bathroom facilities. There is a safely enclosed garden for outdoor play.

The nursery can care for a maximum of seventeen children aged between one and under five years at any one time. There are currently twenty four children on roll,

seven of whom receive funding for nursery education. The setting currently supports children with special educational needs and is able to care for children with English as an additional language.

The nursery is open on Monday to Thursday between 08.00 and 16.30 and Fridays between 08.00 and 16.00 all year round. It serves a very wide catchment area.

There are five nursery staff employed to work with the children all of whom hold an appropriate childcare qualification and first aid certificate.

The nursery has achieved a Quality Framework Gold Award.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children enjoy a very wide range of energetic physical activities both indoors and outdoors that contribute to their health and well-being. The children benefit from having opportunities to play in the garden within a small group of a similar age, and playing within a mixed age group. Children learn well to support younger friends and to be considerate and kind. The 'outdoor classroom' is used well throughout the day, with children having free access to the garden. Children and staff are very enthusiastic as they warm up, stretching and jogging before the karaoke session. They discuss their heart rate and the need for regular drinks.

Children learn the importance of good personal hygiene routines very well with the excellent support of the staff. Younger children chat as they have their nappies changed, learning about keeping clean and observing the good example set by the staff. Toddlers are offered appropriate support and encouragement potty training and older children become independent very quickly, only needing occasional gentle reminders to wash their hands. Children are well protected from infection because staff are very well informed about health care matters for young children. Comprehensive policies are in place and these are all available to parents, for example health and safety policy including information about infectious diseases. Parents are always well informed about any accidents during the day as there are very good procedures in place, for example accident recording procedures. Effective medication policies are in place ensuring medication is stored and administered safely. Children are cared for very well if they have an accident or become ill as all staff are first aid trained.

Children benefit from a very healthy diet and all staff have completed extensive work regarding healthy eating and cooking. Children look forward to lunch time as they discuss the food being cooked and how to keep their bodies fit and healthy. They confidently choose vegetables at lunch time and drinks at snack time. Younger children are offered drinks regularly and older children help themselves to water. Children enjoy chatting to friends and staff at meal times, with older children sitting and organising their own table. Children are offered an extensive variety of healthy food and parents are always consulted regarding dietary needs and preferences.

Daily menus are always displayed.

Children's individual needs regarding sleep and rest are met very well, for example meal times are flexible to allow younger children to eat early and then go for a sleep. Children are comfortable on beds with individual clean bedding. Staff ensure that a favourite toy or comforter is always available. Children sleep safely with close staff supervision and regular checking, which is recorded.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for very well in a clean, secure, well maintained environment. They are very comfortable within the effective boundaries set by staff for safety, for example waiting at the top of the slide until it is clear. Children have easy access to a very wide range of appropriate well maintained equipment at child height, encouraging independent choice. They learn to care for equipment well, helping to tidy up and identifying any broken pieces. They are very interested as they discuss lighting that is not working and the safety issues around the owner's husband replacing the tube. Risk assessments are completed for the building and all activities, for example how the children are kept safe when they go for walks locally; assessments are reviewed regularly.

Children are safe because comprehensive vetting procedures and induction are in place for all staff, students and volunteers. Staff are very vigilant about the children's safety and well being and staff/child ratios exceed the required minimum. Very good security ensures that all visitors are monitored and recorded and accurate registers are kept. Children develop a good awareness of safety issues as they practise fire evacuation. Fire safety equipment and electrical equipment are checked regularly.

Children are very well protected from abuse or neglect. Staff have attended training and appropriate policies and procedures are in place. Senior staff take a lead role for child protection and all staff are fully aware of the types of abuse and the signs to look for.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children take part in a very broad range of high quality activities during a typical day at nursery. Routines are flexible and adapted well to meet the needs of the whole age range of children attending. All children are confident and secure in their groups and respond well to all the staff, displaying great affection for them, which is appropriately returned by staff. Children under three years are very well supported by staff as they play alongside friends, learning to share and take turns on the climbing frame and when 'making tea' in the garden 'café'. Children benefit from the knowledge staff have of them and the very good use of the 'Birth to three matters' framework. Appropriate activities are offered and staff are able to plan the next steps for a child as they assess development. Children are becoming confident

communicators, 'putting babies to bed', and listening to 'dolly's heart' with a 'stethoscope'. They try new experiences, mark making with brushes in glitter and listen well to stories. Children use their imaginations freely, dressing up as 'fairies with wings' and use a wide range of creative materials, for example dough, paint and collage materials. They are proud of their 'work'; some is taken home and some displayed throughout the setting.

## Nursery Education

The quality of teaching and learning is outstanding and children are progressing extremely well. They are comfortable in their surroundings, responding with excitement as they listen to the activities available to them. They are confident when requesting and selecting their own choice of play, problem solving as they organise equipment and their friends in 'the shop'. Staff display great skill supporting children in their play, extending their learning effectively, or standing back, allowing children to concentrate and persevere. Children benefit from the very secure understanding and knowledge staff have of the Foundation Stage. This is evident in the comprehensive planning which covers all the areas of learning, and the staff's consistent understanding of what children are learning from play and activities.

Children's achievements and progress are observed constantly and recorded. Achievement records are clearly linked to the stepping stones and observations are used extremely effectively to plan the next steps for a child's learning. Individual learning objectives are very clear on activity plans and staff deployment ensures children are supported and challenged appropriately, for example learning to skip and to use stilts in sports activities. Staff are skilled at adapting learning to meet the needs of the individual child, ensuring that children with special educational needs and children who speak English as an additional language are given appropriate consideration.

Children really enjoy the wide variety of books available in all areas of the nursery. They understand well how to use books and enjoy looking at a book quietly and comfortably on their own or with a friend. After listening carefully in group story time they are eager to re-tell the story of Topsy and Tim and the Red and Yellow Boots. Children learn how to use books to find information when they look closely at a book about large construction equipment. Speaking and listening skills are a priority and children speak confidently telling their news to the group and are learning to be considerate when listening to others. Children make rapid progress recognising sounds and letters as they wait eagerly to see what will come out of the phonics box next. Clear labelling and the use of name cards throughout the setting ensures that all four year-olds read and write their names very well. Younger children 'write letters' and 'fill in the diary'. They enjoy 'reading the menu' on the lunch table. Teaching is very strong and staff ensure that beginning to understand numbers and simple sums is fun, as they all sing Five Little Men in a Flying Saucer and count the legs of an octopus. They recognise numbers very well as they use 'telephones' and 'dial numbers'. Counting and mathematical language are used very well during lots of routine activities.

Children use the outdoor classroom created in the garden extremely well, enjoying their learning and increasing their skills outdoors. Physical development is very

strong as children manoeuvre along the tunnel and reverse the 'car' into a numbered parking bay. They explore size and volume with sand and water play and feel very proud as they throw balls into plant pots. Regular trips, walks locally and visitors to the setting effectively extends children's knowledge of their community and the environment, for example visit to neighbouring school for a performance. Children happily march to music, playing instruments and enjoy a warm-up session before entertaining each other enthusiastically with some karaoke.

Three and four-year-old children concentrate on activities for long periods of time ensuring that learning is very good. They display a high level of independence. Staff inspire, praise and encourage the children to try new activities and children progress very well in this nurturing and stimulating environment.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are very highly valued as individuals. They develop very positive attitudes to others following the effective example set by all the staff. The children's spiritual, moral, social and cultural development is fostered. They learn about their local community and the wider world through interesting projects, for example celebrating festivals and food tasting. Children have access to a broad range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Children's individual needs are met effectively, with staff knowing the children and their families very well and constantly exchanging information with parents. The grouping of the children during the daily routine and the very good key worker system ensures accurate recording of each child's progress and achievements. Staff have extensive experience of children with special educational needs and there are very effective arrangements in place to meet their needs. Children are encouraged by staff to resolve their own differences and to take turns and share, ensuring that the children's spiritual, moral, social and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example distraction and explanation. Children respond very well to the praise offered and the calm reinforcing of acceptable behaviour, for example, quiet voices.

The partnership with parents is outstanding. Children benefit from the strong, open relationships between parents and staff, effectively developing the involvement of parents in all aspects of their child's care and learning. Parents complete an initial profile about their child and individual settling in sessions are developed. Parents appreciate the key worker system and the easy access they have to staff. The regular newsletter and informative notice boards ensure parents are very well informed about all activities and projects in the setting. The comprehensive prospectus ensures parents have an accurate understanding about planning methods in place, for example the Foundation Stage and 'Birth to three matters'. Parents appreciate the 'family' environment in the nursery and the 'open door' policy. They enjoy having an annual report about their child's achievements and progress.

## **Organisation**

The organisation is outstanding.

Children develop very well, have lots of fun and learn rapidly with the excellent care and the quality and range of activities offered. The outstanding leadership and management displayed by the owner/manager inspires staff to continually monitor and review practice in the setting, effectively promoting excellent care and learning. All staff hold appropriate qualifications and each of them completes several courses a year, ensuring they keep up to date with developments in early years. They share their knowledge and skills with colleagues and welcome students into the setting. All staff have considerable knowledge and understanding of the Foundation Stage and are becoming confident as they begin to use 'Birth to three matters'.

The welfare of the children is the highest priority in the nursery and all staff, including support staff, work as a team to meet all the needs of the children. Adult/child ratios are very good enabling children to receive a lot of individual attention, including those settling in and children needing extra support.

Leadership and management are outstanding. Effective procedures and policies support the staff in working very successfully in partnership with parents and carers. Children benefit from their close and extended family all being welcome and involved with the setting. The exemplary leadership and the commendable dedication and hard work of the whole staff team ensures that overall the range of children's needs are met very well indeed.

## **Improvements since the last inspection**

Following the last inspection the setting was asked to improve children's access to the computer and to increase privacy for children in the toilets.

Children now have very easy access to the computer at all times, enabling them to increase their skills using the computer, learning and having fun.

Older children now have some privacy when using the toilet as a partition has been fitted.

## **Complaints since the last inspection**

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

<p>The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.</p>
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The quality and standards of the nursery education are outstanding.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

##### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)