

Tiddly Winks

Inspection report for early years provision

Unique reference number EY232044
Inspection date 20/10/2008
Inspector Caroline Preston

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Tiddly Winks opened in 2001 and operates from a church hall. It is situated in Romford in the London borough of Havering. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 09:30 to 12:00 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged two to under five years on roll. Of these 19 receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties. The nursery employs six members of staff. Of these five hold appropriate early years qualifications. The setting is registered on the Early Years and the compulsory and voluntary parts of the Childcare Registers.

Overall effectiveness of the early years provision

All children make progress in their learning and development as all their individual needs are met and their uniqueness recognised. Children with additional needs are observed and monitored and action taken to develop strategies to meet the child's needs. Effective steps have been taken to maintain continuous improvement, during the last inspection the setting was asked to improve activities promoting diversity and ensure that staff are deployed effectively.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop observational assessment to inform planning for each child's continuing development through play-based activities.
- provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission for emergency medical advice or treatment.

07/11/2008

The leadership and management of the early years provision

Policies and procedures are in place that support the care and well-being of the children and the written complaints policy is shared with parents. Staff are suitably qualified and most have a level 2 or 3 qualification in childcare, all staff are deployed well throughout the session. Organisation is good, as staff know what they are doing and children are familiar with the routines, they support staff by

helping to clear away, this works really well and children are fully engaged. The manager has undertaken self-assessment of the setting, and is aware of the strengths and weaknesses, therefore, staff are booked on training and she herself is undertaking further training. Daily risk assessments ensure children are safe and secure throughout the session, all areas of the setting are checked by staff. Effective links with parents support good practice, parents speak openly to staff at the beginning and end of the sessions. They discuss the well-being and achievements individual children have made during the sessions. Parents are given progress reports about their child across the areas of learning, and they have access to sound policies and procedures. Parents complete written information about their child before they start. Staff work with outside agencies to support children with additional needs.

Children are safeguarded well, the named staff member responsible for child protection has a good understanding of systems to follow if concerns were observed, staff are aware of what procedures to follow and there is a written policy available. Robust systems are in place to recruit staff, currently staff have been employed over many years, all have undergone suitability checks. All accident, medication and appropriate consent records are in place for each child. However, consent for emergency medication was not available during the inspection which is a specific legal requirement. Daily risk assessments are carried out by staff before children arrive and ongoing during sessions to ensure the safety of children.

The quality and standards of the early years provision

Children learn about safety through behaviour rules, they learn to walk and not run, clear away at the end of each session and to respect each other when playing. Staff support children in play and learning by planning a suitable learning environment and interacting with them through sound questioning techniques. Children take part in role play activities, they 'play shops' using mathematical language as they play with bags of pretend coins. They develop language as they buy pretend fruits, using new words. They are confident and interested to learn, as they add up and take away the money, they are able to speak in a familiar group. They have developed good relationships with each other and staff, they know right from wrong and behave well. Younger children are able to attend to their own personal hygiene as they use the bathroom before snack time. Children enjoy stories told by staff and sit comfortably and sustain attentive listening, books are accessible and appropriate. Children link sounds to letters as each week they bring in an object relating to a letter in the alphabet. Children can see lots of print in the environment and know print carries meaning. Children build and construct with large bricks, and make shapes and patterns with play-dough. Children learn about themselves, they paint large pictures of themselves which are displayed in the hall. They learn about the changing of seasons and take part in leaf printing activities. They use everyday technology as they use calculators, telephones and programmable toys which also develop skills that contribute to future economic well-being. Children move with confidence across the large hall, using wheeled toys, they use good coordination skills and show spatial awareness. Children learn about healthy foods as they eat raisins and fruit, they are independent and access their own drinks of milk and water. They learn about hygiene when washing their hands before and after snacks

using anti-bacterial soap. Observations are carried out by staff on children, however, these are not used to inform planning, activities do not allow children opportunities to share experiences and knowledge from different parts of their lives with each other. Parents and outside agencies are fully involved in the development and progress of activities to engage children with additional needs. Children design and display pictures of themselves, showing what they look like, promoting positive images of themselves and their identity. Children celebrate various festivals and visit places of worship, such as the local church. Activities are organised to ensure all children have easy access to them and both boys and girls take part, acting out different gender roles by wearing different dressing up costumes.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

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