

# Tiddlywinks Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY290237
<b>Inspection date</b>	13/10/2008
<b>Inspector</b>	Deborah Page / Alison Large
<b>Setting address</b>	c/o Manorside Combined School, Evering Avenue, Poole, Dorset, BH12 4JG
<b>Telephone number</b>	07966 548 304
<b>Email</b>	
<b>Type of setting</b>	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).

## Description of the setting

Tiddlywinks Nursery has been open in the current setting since November 2004. It is a committee run group, and occupies purpose built areas within Manorside Combined School, which is situated in the Alderney area of Poole. The nursery serves the local communities of Alderney and Parkstone. Children use a large playroom, with adjoining toilet facilities. Children have access to a secure outdoor area, which leads out directly from the playroom.

A maximum of 30 children may attend at any one time. There are currently 37 children on roll. This includes 30 children who are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting supports children who speak English as an additional language.

The setting is open each weekday during term time. On Mondays, Wednesdays, Thursdays and Fridays from 09.00 to 11.30 and 12.30 to 15.00, with a lunch club from 11.30 to 12.30. On Tuesdays they open from 09.00 to 11.30.

The nursery employs five staff to work directly with the children. Four of these, including the manager, hold level three qualifications and one member of staff holds a level two qualification in childcare. The manager holds a level four qualification in childcare and is working towards a Foundation degree. Volunteers who work in the nursery are also working towards childcare qualifications. The nursery is registered on the Early Years Register. The setting receives support from Poole Early Years Department.

## Overall effectiveness of the early years provision

Children are very happy and settled. Staff organise the environment well to support children in their learning and development. Staff are sensitive to the individual needs of children, however, some information obtained from parents and carers of children with English as an additional language, is not used effectively. The self evaluation identifies strengths and weaknesses of the provision but, does not take into account the views of others involved with the setting.

## What steps need to be taken to improve provision further?

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

- continue to develop systems of observation, assessment and planning to fully support all children's learning and development
- continue to develop self evaluation procedures
- further develop staffs knowledge of caring for children with English as an an additional language

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

- keep a clear daily record of the names of the children
- 27/10/2008

looked after on the premises and their hours of attendance (Documentation)

## **The leadership and management of the early years provision**

A dedicated staff work well as a team. Management place a high priority on qualifications and ongoing training. High ratios of qualified staff and effective deployment ensures children are well supported. Staff communicate their thoughts and ideas throughout the day and have meetings every week to plan for children and discuss current issues. All staff have regular appraisals when ongoing training needs are discussed. Staff have a commitment to improvement with action plans in place. Staff have recently reviewed all policies and procedures to promote children's ongoing safety and welfare. Most documentation is well maintained however, there is a breach in a legal requirement. The record of the hours that children attend is not clear, which compromises children's safety.

Children are well safeguarded as all staff have a good awareness of child protection issues. The manager and deputy have recently attended an advanced course, and staff are aware of their roles and responsibilities. All staff have had suitability checks carried out and robust systems are in place for staff recruitment and induction.

Good partnerships are established with parents and carers as, most information obtained from them is used effectively in meeting children's individual needs. Parents and carers support children's learning as they collect objects with their children such as, leaves and conkers for an autumn display. Parents and carers receive regular information about how their child is progressing. They are happy with the information they receive from key workers.

## **The quality and standards of the early years provision**

Staff demonstrate a secure understanding of how children learn by providing a well organised, stimulating environment to support them in making their own choices in activities as they move in and out doors. Children's individual work is valued and displayed for parents which contributes to the colourful environment for children. Resources are easily accessible in labelled low storage units and children are confident in knowing where to go to fetch what they need for their self initiated activities. Children are building good relationships with each other and some insist on introducing adults to their friends. Children are well behaved and happy to share with others and, help with routine activities such as clearing the tables after their snack.

Staff provide good quality care, learning and development opportunities for children as they continue to develop systems for recording observations, assessments and planning. Systems are not yet embedded to ensure activities and learning experiences fully support all children's interests and the next steps in their learning. A key strength of the setting is the well organised environment to support children

in their independence and allow them to make choices. Staff provide good support during activities therefore children make good progress. Children enjoy the wide range of activities. They learn to be gentle as they dig for worms and water the flowers. Children explore different consistencies of paint and giggle as they paint different parts of their body. Children are confident as they select what they need to create a picture and post it to a friend.

Children are making very good progress in learning about health and hygiene as good routines are followed to promote children's ongoing health and well being. Children's safety is promoted well. Staff have good security systems in place including, the main door which is kept locked and, the playroom door that has an alarm fitted to alert staff if children open it. Staff carry out daily safety checks as well as other thorough risk assessments. Children are learning about safety issues. Staff remind children to keep safe and not run indoors in case they hurt someone. Children enjoy the opportunity to choose and prepare their own snacks from a good range of healthy and nutritious foods and drink.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

## **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**

There have been no complaints made to Ofsted since the last inspection.

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.