

Tiddlywinks Private Day Nursery

Inspection report for early years provision

Unique reference number EY275935
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Inspector Katy Elizabeth Wynn

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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

Tiddlywinks is a privately owned childcare facility, situated in the village of Osbaldwick. The main building is two-storey high and consists of three main childcare rooms and a sleep area. In addition there is a prefabricated building within the grounds that is used for the older children. A ramp for assisted access is sited at the front of the building. Children have access to an enclosed outdoor play area.

The nursery is registered to provide care for 58 children aged under eight years. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently there are 130 children on roll, all in the early years age range. The setting operates from 07.30 to 18.30 Monday to Friday for 50 weeks of the year.

There are 16 staff employed, which includes the owner/manager. Two staff have qualified teacher status and one has the Early Years Professional Status. The manager is qualified at level 4 and 12 staff are qualified at level 3. The manager has access to supply staff who provide cover for the nursery as required. The nursery receives support from the Early Years Partnership unit.

Overall effectiveness of the early years provision

Children are provided with a range of positive learning opportunities which enable them make good progress. Their individual needs are recognised and valued by the staff, who are well informed of the children's starting points and capabilities through sensitive observations. There is a strong and positive partnership with parents, particularly regarding support for children with learning difficulties. However, partnership with other settings that children attend is in the early stages of being developed. Health and safety arrangements are managed effectively in relation to safeguarding children. Staff work well together to identify areas which need to be improved and to build on the good practice in place.

What steps need to be taken to improve provision further?

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

- develop partnership with other settings for children who attend more than one setting to ensure effective continuity and progression by sharing relevant information
- provide opportunities to extend children's creativity and exploration to develop individuality
- develop planning to ensure younger children have opportunities for outside play and fresh air.

The leadership and management of the early years provision

The nursery has relevant and informed policies and procedures which management review with staff and these are shared with parents and carers. Children are well protected through the management and staff's knowledge and understanding of safeguarding procedures. Children are protected from unauthorised people entering the building through the fingerprint security system. The recruitment and selection process for the suitability of staff is effective in promoting children's ongoing welfare and safety. There are links established with other support agencies working with the children who have additional needs and this promotes a shared approach to children's ongoing learning and care needs. However, links with other settings that children attend are not developed and fail to ensure effective continuity of the learning programme.

Staff are fully supported to attend ongoing training and they work extremely effectively as a team. The partnership with parents and carers is good and they are provided with detailed information about the setting and complete a partnership booklet when their child starts at the setting. This provides a positive insight into the children's varied needs and starting points, which is reflected in the planning for each child's ongoing learning. Parents have regular information on their children's progress and are involved in supporting their children's learning and development.

Staff and management have made positive improvements in developing the care and learning provided for the children, including meeting all the recommendations from the last inspection. They are monitoring their practice and are confident in identifying areas to improve and to build on their strengths. This forms the basis of their self-evaluation process, which includes parents, carers and the children.

The quality and standards of the early years provision

Children are provided with a rich learning environment which offers them a varied range of experiences through a positive balance of child-led and adult-led learning-through-play. This includes opportunities for most of the children to develop play outdoors all year round; however, the babies have limited opportunities to experience the outdoors. Staff plan for the children's individual needs by effectively using their sound knowledge of the areas of learning and their observations. These identify children's next steps, which keep in sight the child's own interests. The children were enjoying learning about changes, babies and their families as they drew pictures of toys they had played with as babies and played in the baby clinic in the role play area.

Children's social skills are seen as very important and the effective interaction and relationships formed with staff and each other promote and develop their confidence and self-esteem. There is a positive emphasis on caring and sharing and this develops children's self-esteem. Children's manners are impeccable as staff are good role models, encouraging children to say please and thank you. The well-balanced range of resources and activities provide good opportunities for the children to use numbers, count, sequence and match. The interesting activities and the resources and information in place provide a suitable basis for children to

understand the wider world. Books and story time are enjoyed and children are keen to be involved often bringing in their own books from home. Children have opportunities to be creative in the role play area as they share their thoughts, ideas and feelings. However, children have limited opportunities to express their individuality as some of the artwork is a template and the designs remain all the same.

The staff promote a safe and healthy environment where appropriate facilities are in place to meet the children's personal needs and support their independence. There is a risk assessment which is reviewed and updated. Children have opportunities to take risks and manage situations and tasks for themselves. For example, the children confidently hand out the food at lunchtime and older children serve themselves and make decisions about their likes and dislikes. Children benefit from a good variety of meals including fresh fruit and vegetables.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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

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.