

Tiddlywinks Nursery

Inspection report for early years provision

Unique reference number 509315
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Inspector Adelaide Griffith

Setting address 22 Sylvia Avenue, Birmingham, West Midlands, B31 3LE

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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).

Description of the setting

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. There is a safely enclosed garden for outdoor play. Access to the premises is on a level at the front and there is a drive at the side for wheelchair users.

The nursery is registered to care for 17 children on the Early Years Register. There are currently 25 on roll in the early years age group. Of these, 13 children receive funding for early education. The setting is able to support children with special educational needs and is able to care for children who speak English as an additional language.

The nursery is open on Monday to Thursday between 08.00 and 16.30 and on Friday between 08.00 and 16.00 all year round except for bank holidays. It is closed for two weeks at Christmas and Spring bank week in May. Children come from a wide catchment area.

The nursery employs five members of staff. All hold appropriate early years qualifications. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

The nursery offers an outstanding level of care and education. Children are highly valued in this setting where staff have an extensive knowledge of their individual needs. Owing to the commitment and enthusiasm of the staff children are making consistent progress towards the early learning goals. Children are secure and safe at all times in an environment that has a strong ethos of nurturing their social and emotional skills. The partnership with parents, the local schools and other agencies is a key strength and contributes significantly to ensuring that children's care and education needs are expertly met. Effective self-evaluation by the staff ensures that priorities for future improvement are clearly identified. The setting has demonstrated the capacity to maintain continuous improvement by making prolific changes that benefit children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve arrangements to ensure that persons who are designated to prepare meals meet the Local Authority Environmental Health Department requirements with regard to up to date qualifications.

The leadership and management of the early years provision

All required records are maintained for the efficient management of the setting. The provider ensures the suitability of staff through rigorous recruitment and vetting procedures. Additionally, all staff attend updating courses except for those relating to basic food hygiene and senior staff are working towards higher qualifications. They motivate children and this supports their progress towards the early learning goals. Staff strive for improvement to provide high quality care and education. For this purpose they have devised a set of documentation that are used for tracking the development of children effectively.

The capacity to make necessary improvements is shown by the implementation of suggestions from the teacher or mentor to reorganise some aspects of the care room in order to increase children's access to materials and equipment. Also, staff have changed the free-flow system to enable all children to benefit from this arrangement. The strengths of the setting are reflected in a cohesive team that works well together to identify targets for improvement as part of the self-assessment process, for example, earphones to extend children's appreciation of music. Owing to the stimulating environment with a wide range of accessible resources children enjoy their time in the setting and they are kept safe due to risk assessments.

There is a very strong ethos of inclusion in this setting. Children's individual needs are extensively addressed to achieve the high expectations for their attainment. Equally, the emphasis on developing children's self-concept promotes their emotional and social skills substantially. There is an exceptional partnership with parents. This is underpinned by a supportive approach that includes parents consistently in the care and education of their child and encourages involvement in the activities in the setting. The fruitful relationship with other early years providers and agencies promote children's care, learning and development fully.

The quality and standards of the early years provision

Children are making significant progress in the Early Years Foundation Stage due to staff's experience and their clear understanding of strategies that encourage learning. Children are substantially supported due to a wide range of effective teaching methods that make use of the daily routines to promote learning. Children are thoroughly at ease in the vibrant environment which is enhanced with colourful displays and strategically placed mirrors help children to develop their self-image. Consequently, their emotional well-being is effectively promoted. Similarly, outdoors children have access to learning resources and an imaginative play area with a 'car 'park', a den and a playhouse. Children enjoy a wide range of purposeful play that makes use of existing situations. For example, following the snow fall children vigorously sweep snow into piles and count strokes simultaneously.

Other areas of learning are promoted equally as adults promote language for thinking by asking appropriate questions during activities. More able children write

their names to label work and some sound out letters which they recognise. They freely access information technology equipment and programmable robot toys. Children delight in singing and they participate fully in movement to music activities. The balance between child-led and adult-led activities ensure that children make a valuable input as they decide how to create a product such as cakes during a cooking activity. The quality of planning is tailored to children's individual needs and staff's knowledge of their preferences and disposition. Activities are adapted according to children's stage of development and this helps to build their confidence admirably. The system used to record children's attainment is comprehensive and frequent observations identify their attainment. Information gained is used for the next stage in learning and for future planning.

Staff are very experienced in working with children and ensure that those with learning difficulties and/or disabilities are well supported. Their sensitive approach ensure that children are included in activities according to their ability. There is a strong partnership with parents who are encouraged to contribute to their child's learning, for example, by reading at home and by sharing written comments with staff. They actively participate in the settings activities such as growing vegetables. Parents have opportunities to record their opinions of the child's development in their folders. The long-established relationship with other early years providers is reflected in the collaboration between the setting and schools in the vicinity. For, example they are invited to attend for certain events such as visits from the animal man and teachers visit the setting to talk to children about what to expect when they start school. Additionally, staff work with other agencies including health professionals to implement programmes that promote children's care.

Children are competently safeguarded due to the effective implementation of a wide range of policies and procedures. Furthermore, staff are very well informed about child protection issues. Owing to a successful healthy setting initiative children are gaining an understanding of the benefits of exercise and healthy eating. They are substantially protected against infection due to the use of individual bedding and the consistent promotion of personal hygiene. Staff help children to stay safe. For instance, children are reminded as they move around to allow sufficient space to avoid bumping into others. Staff supervise constantly during activities and whilst children are asleep. Staff are excellent role models who speak politely at all times. Consequently, children are very well behaved and they are encouraged to develop caring attitudes towards their peers. Staff ensure that the premises are suitable for children's arrival before they attend due to routine checks indoors and outdoors.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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 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.