

# Tiddlywinks Day Nursery

Inspection report for early years provision

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**Unique reference number** EY371820  
**Inspection date** 25/02/2009  
**Inspector** Teresa Ann Clark

**Setting address** 1 Cromhurst Street, Crumpsall, Manchester, M8 5FN

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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 Day Nursery was registered in 2008 and is managed by the company Tiddlywinks Day Nursery Limited. It is the second nursery managed by the company and a further nursery is managed independently by the registered provider. The Nursery is located in a residential area of Crumpsall, a suburb of Manchester and operates from three playrooms in a purpose built Children's centre. All Children have access to a fully enclosed outdoor area.

The nursery is registered on the Early Years Register. A maximum of 58 children may attend the nursery at any one time. There are currently 63 children on roll, some in part time places. The nursery supports a number of children who speak English as an additional language. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year.

There are 10 staff employed to work with the children who all hold suitable childcare qualifications. The setting receives support from the local authority, including an early years teacher and other external agencies, such as Health visitors. The setting provides funded early education for three and four year olds.

## Overall effectiveness of the early years provision

Overall the provision is good. Children benefit from high quality provision in a homely, safe and stimulating environment. The managers and staff have strong vision and work hard in order to create an environment where children are happy and valued as unique individuals. Staff work closely with parents and other professionals to ensure that they meet children's individual needs. A high regard is given to providing first hand experiences for children, resulting in eager and interested children who thoroughly enjoy their time at the nursery. Excellent progress has been made since registration and a detailed self-evaluation accurately reflects the strengths and areas for improvement. The nursery demonstrates an excellent capacity to improve.

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

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

- develop the planning systems to ensure that activities are tailored to meet the individual needs of the children
- continue to build on the good partnerships with parents to enable them to support their children's learning at home.

## The leadership and management of the early years provision

The nursery has made rapid progress in the short time it has been operating. Staff are carefully recruited to ensure that they have similar beliefs, in line with the

ethos of the nursery. Consequently, the staff team work closely together and prioritise the needs of the children within their care at all times. The whole staff team are committed to the provision's ongoing development. As well as regular training staff are seeking higher qualifications. The provider has high expectations and the drive for quality is shared by all the staff. Discussions with staff and parents are helping to develop effective methods of self evaluation. As a result, the setting knows what it does well and takes highly effective action to bring about improvements, ensuring the continued development of provision for children and their families.

The nursery has excellent systems in place to ensure that children settle happily within the nursery and that their likes, dislikes and daily routines are known and catered for. The strong partnerships with parents play a significant part in promoting improved outcomes for children. The nursery uses a variety of links with other agencies to enhance the high-quality work of its own staff. This is particularly effective in supporting children's communication and language skills with the Every Child a Talker project. Parents are kept well informed about their children's progress through the Learning journeys but systems to involve them in supporting their children's learning are in their infancy. The parents speak highly about the provision. Comments include 'We are delighted with the care and commitment of the highly trained and motivated staff' and 'A great environment where children thrive'.

The health and safety of children is promoted exceptionally well across the nursery. There are highly effective procedures to ensure that children are protected and safeguarded. These systems are consistently implemented by staff and regularly monitored by management. Robust risk assessments are in place together with daily checks of the premises. Excellent systems are in place to ensure children are kept safe from accidental injury and any hazards are dealt with immediately.

All records, policies, procedures and documentation necessary for promoting the welfare of children within the nursery are in place and shared with parents and staff. Rigorous vetting procedures ensure that children are safeguarded. Staff are deployed effectively throughout the day enabling children to benefit from high levels of interaction with familiar staff who know them well. The organisation of the nursery and the daily routine provides a homely environment in which all children are valued and included. Children blossom in the positive, supportive environment that the staff create.

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

Children benefit greatly from the wide range of superb resources which are available to them within the welcoming and beautifully maintained nursery. Children love their time at the nursery and this is shown in their enthusiastic participation in all activities. They eagerly explore their chosen activities with sensitive support from staff who ask children questions that extend their learning. Children are making good progress towards the early learning goals and are extremely well behaved. They develop high self esteem and are confident within

the nursery routine.

Children, particularly those who speak English as an additional language, make good strides in language and communication. This is because of the emphasis staff place on developing speaking and listening skills. Lunch and snack times are a particularly impressive social event, with children sitting in small groups with adults to share a meal. Staff take full advantage of this time to enhance children's speaking and listening skills through sensitive questioning about the day.

Staff observe children closely and have strong relationships with their parents. They therefore have a thorough knowledge and understanding of children, their stages of development and current interests. Key workers continually monitor and record the progress that children make. However, planning is not fully developed to ensure activities are tailored to meet children's individual needs. Babies' individual routines are followed with regards to sleeping and feeding to ensure consistency of care. In the main, staff interaction with children demonstrates their understanding of each child and their ability to provide appropriate challenges for them.

Children develop an understanding of early numbers through songs and rhymes, such as 'Five currant buns'. Baking activities help children gain an understanding of weight and measure. Children show a love of books as they sit in the cosy book areas and select their favourite books. They enjoy the story about Elmer and draw their own representational pictures. Their mark making skills are encouraged in all areas of their play including outdoors. Children confidently access the computer to support their learning and have created their own paint pictures. They enjoy visits to the pet shop where they purchase food for the fish and learn about different animals. All children, including the babies have daily opportunities for sensory experiences, such as exploring pasta, dough, paint, sand and water.

Staff give high priority to ensuring that children access outdoor play with free flow movement between the inside and outside areas for most of the day. Children enjoy their time outside as they play hide and seek, use the parachute and ride bikes. Throughout this time staff skilfully interact with children and take opportunities to extend their learning in all areas. The nursery's work in celebrating the diversity of the community means that children come to an understanding of the richness of a variety of cultures. This promotes a positive, racially harmonious environment throughout the nursery. Children are being well prepared for their next stages of learning.

Children are provided with excellent quality, freshly prepared meals and snacks, which promote their growth and development. The table is set and food is attractively served for children to help themselves. They eagerly tuck into their food and particularly enjoy the afternoon snack which includes a variety of cut vegetables and dips. Young children make good attempts at feeding themselves with appropriate cutlery. All children have their appetites satisfied as they ask for more. Children are developing an understanding about personal safety, for example, how to use equipment safely. They remind each other 'Be careful with the scissors'.

## 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.	1

### 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?	1
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?	1
How well are children helped to be healthy?	1
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 registration.

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.