

Tiddlywinks Nursery School Ltd

Inspection report for early years provision

Unique reference number	EY319256
Inspection date	09/06/2009
Inspector	Jannet Mary Richards
Setting address	99 Square Street, Ramsbottom, Bury, Lancashire, BL0 9AZ
Telephone number	01706 827837
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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 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 School has been registered since February 2006. It is owned and managed by a private individual. It is located in two adjacent buildings situated in the Ramsbottom area of Bury. The nursery accommodation consists of four rooms for the children, each with their own toilets. There is an enclosed outdoor play area. The nursery serves children from the local community. Opening times are from 07.30 to 18.30 from Monday to Friday. The nursery is registered on the Early Years Register. There are currently 62 children on roll, of whom a small number have a disability or learning difficulty. There are 14 members of staff employed at the nursery, 13 of whom are appropriately qualified.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children enjoy the time they spend in the setting, they are made to feel very welcome and are valued as individuals. The staff meet their welfare needs well, they take effective action to keep the children safe and promote their good health for most of the time. The children make sound progress in their learning and development as they enjoy an interesting range of play activities in a stimulating environment. The systems for assessing children's progress and key person systems are currently being developed. Effective links with parents and carers ensure that children are cared for in accordance with parents wishes, and they are well informed about what the children do. The manager and staff team use effective systems to identify areas for improvement and have a very strong commitment to continually develop the provision for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop the observation, assessment and planning to ensure that children's progress in each area of learning and development is assessed and planned for, based on their individual starting points
- continue to develop systems so that every child has the opportunity to form a special relationship with their key person from the time they commence at the nursery
- review the procedures to ensure that toys and equipment are maintained in a clean condition.

The leadership and management of the early years provision

The setting is well led and managed. The environment is organised effectively to support the children's care, learning and development. Comprehensive policies and procedures are in place which the staff follow well on a day-to-day basis to ensure that children receive good quality care, although the procedures for keeping toys

and equipment clean are not always effective. Risk assessments are clear and effective in practice, ensuring that children play safely. Good systems are in place to ensure that staff are suitable and receive support to continually develop their knowledge and skills for the benefit of the children. All staff attend training relating to safeguarding children, for example, to ensure that the welfare of the children is safeguarded by staff who are fully aware of their responsibilities.

The staff work well in partnership with parents and carers. Parents are made to feel very welcome. There are effective systems in place to ensure that they are well informed, such as regular newsletters, notice boards, parents evenings and daily diaries, along with the informal discussions which take place each day. When children commence at nursery parents are asked to provide information about children's care needs and routines in order that their individual welfare needs are met. However, they are not always asked about the learning and development stages of the children, to ensure that staff are aware of their starting points and can take these into consideration when planning activities to encourage their progress.

Parents are very well consulted about their views of the nursery and how it is developed. These views are taken into consideration when evaluating and developing the provision. Recently, for example, parents have responded to questionnaires to give their ideas for developing the outdoor play provision. These ideas have been taken into account when preparing plans to develop outdoor play. In addition the views of staff and children are actively sought and considered, ensuring that the development of the provision reflects the wishes of those who use and deliver the service. The manager and staff have a very strong commitment to continually developing the provision. They have worked hard to develop the service and improve in areas identified at the last inspection. They demonstrate a good capacity for continual improvement.

The quality and standards of the early years provision

Children are made to feel very welcome. The relatively small staff team get to know the children well and develop positive relationships with the children over time, although they do not always allocate key persons to begin to develop those relationships when children first attend. The children behave well, in response to the praise and encouragement they receive from the staff, who encourage their cooperation, consideration and respect for each other. Toddlers have opportunities to talk about what makes them feel happy or sad and to talk about how they share their toys. Older children are encouraged to talk about similarities and differences, and enjoy suitable activities to become aware of the beliefs of others, for example, when they celebrate festivals. All children have access to toys and books with positive images of different people, to raise their awareness of diversity.

Children are cared for in safe environment. They are encouraged to return their toys when they have finished playing to keep the play areas safe and tidy. The children have plenty of good opportunities for outdoor play and exercise in the well resourced outdoor area, which benefits their good health. In addition they enjoy healthy and nutritious meals which take account of their individual dietary needs.

Older children's awareness of health issues is enhanced as they create pictures for a display about the healthy foods we eat.

Through a wide range of play activities and effective support from the adults around them, the children are encouraged to make excellent progress in their learning and development. The play rooms and outdoor areas are well organised to encourage the children to make independent choices about their play, and allow them to reach a good range of age-appropriate toys and resources. Babies, for example, enjoy using their senses to explore glittery sand or paint. Older toddlers are keen to develop their imagination as they play with zoo animals, creating simple story lines and developing their understanding of the world as they make simple enclosures for the animals from wooden bricks. Older pre-school children develop their early problem solving and reasoning skills as they follow a simple pattern to make a string of beads, talking about the size, shape and colour of the beads. This helps the children to develop skills and attitudes which contribute to their future economic well-being.

As they play the children are supported appropriately by the adults, who encourage them to think and talk about what they are doing to encourage their communication and reasoning skills. The staff observe the children as they play and plan appropriate activities according to their stage of development. These are not always recorded, which means that children's progress is not always clearly planned for.

Overall children are happy, confident and enjoy the time they spend in the nursery.

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?	3
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?	3
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?	3
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

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