



Tiddlywinks Nursery

Inspection report for early years provision

Unique Reference Number	EY290237
Inspection date	11 October 2005
Inspector	Samantha Powis

Setting Address	c/o Manorside Combined School, Evering Avenue, Poole, Dorset, BH12 4JG
Telephone number	01202 380103
E-mail	
Registered person	Tiddlywinks Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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 33 children on roll. This includes 24 children who are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting supports children who have special educational needs and who speak English as an additional language.

The setting is open each weekday during term time. On Mondays, Wednesdays 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 and Thursdays they open from 09.00 to 11.30.

The nursery employs four staff to work directly with the children. Three of these, including the manager, hold level three qualifications and one member of staff holds a level two qualification in childcare. The setting receives support from Poole Early Years Department.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very well promoted by effective procedures and practices being followed by the staff and children. Good practices, including the use of disposable gloves during nappy changing, minimises the risk of cross infection. Children have a clear awareness of good hand hygiene routines. They wash their hands independently after using the toilet and before snacks, and they understand why they need to do so. Their independence in personal care is encouraged, as facilities are child height and brightly decorated. To maintain children's ongoing health, a policy regarding the exclusion of children who are unwell is shared with parents and is adhered to in practice. Effective use is made of accident and medication records, to ensure important information is recorded and shared with parents.

Children learn about the importance of healthy living through well planned projects about food, nutrition and lifestyles. They enjoy a range of healthy snacks and drinks, such as fresh fruit and cheese, milk and water. Drinking water is freely available from the water fountain, allowing children independent access throughout the session.

Children have opportunities to experience an interesting range of physical play activities indoors and out. They use simple equipment to climb in, under, over and through. They jump with increasing confidence, landing safely. They use large and small balls to increase their co-ordination and use low-level equipment to balance. They negotiate space well when using the trikes and bikes and work together lifting the parachute up and down. Children have daily opportunities to be in the fresh air when playing in the outdoor area, although this is only used for a short period of time. Children learn about how their bodies change after energetic games. Children's small muscle movement is developed through a thoughtful range of activities such as squashing and shaping malleable materials like play dough. They use a range of small tools such as pencils, pens, scissors and brushes with increasing skill and control.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected from harm through effective safety checks being carried out on all areas. Formal risk assessments are completed, with ongoing daily health and safety checks carried out. Children access a very good range of age appropriate resources. They select from low-level storage units and drawers, offering them choice whilst ensuring they are safe. Staff are vigilant about safety throughout the session, quickly cleaning up spills to avoid the risk of accidents. Children remain well supervised during all activities, due to effective staff deployment.

To protect children from the hazards of fire, written evacuation procedures are practised regularly. Children leave the building quickly and safely, demonstrating a clear understanding of the procedure. Staff have completed training, enabling them to use fire protection equipment appropriately.

To help keep children safe, many of the staff have completed child protection training. They demonstrate a clear awareness of the possible signs and symptoms of abuse, and are secure within the clearly written procedures which they would follow in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They enter the setting enthusiastically and quickly settle to a chosen activity. They are provided with a broad range of good quality activities and resources that contribute to their all round development. They are busy throughout the session and enjoy a range of activities that interest and engage them. Effective plans enable staff to provide a balanced choice, and observations are made to monitor children's progress. However, the needs of the younger children are not always given full consideration in planning or assessments. At times, this prevents them from being fully engaged in the activities offered.

Children enjoy a high level of support from staff. They benefit from good quality interaction, staff show genuine interest in what the children have to say and ask questions that get the children thinking, therefore making them feel secure and valued.

Nursery Education.

The quality of teaching and learning is good. Staff have a very good knowledge of the Foundation Stage curriculum. Plans include a variety of enjoyable and interesting activities for children, which cover all the areas of learning. Planned activities are relevant and meaningful for children, such as using creative materials to recreate the chameleon from a favourite story. All staff members are involved in observing the children's progress, and recording this to inform future planned activities. Staff use a good range of effective teaching methods to help children learn. There is a good balance of adult led and free play activities, to ensure children have choice and

remain interested. Very good consideration is given to grouping the children during adult led activities, to encourage learning and extend concentration. Staff regularly praise the children, and value all their efforts. To encourage thinking and extend understanding, staff use effective open ended questioning when interacting with the children.

Children are developing confidence within the setting. They have good relationships with staff members and approach them confidently for support, or to tell them their news. Relationships with their peers are developing well, due to the emphasis staff put on encouraging a caring and sharing attitude. Children's independence is encouraged, they pour their own drinks at snack time and use toilet facilities with little assistance. Children's behaviour is improving. This is due to the very effective strategies used by staff, such as using lots of praise and encouragement.

The children speak confidently to each other, and are gaining confidence in speaking in front of a small group. Children see lots of written language, and are able to recognise letters and words that are familiar to them. For example; on arrival the children find their name cards and put them on a welcome chart. They use writing tools to make marks when engaged in role play, demonstrating their awareness of using writing for a purpose. Children count during practical activities. Two children use large numbers when guessing how many bricks they have in a tower they have made, "20, 30, 40!" they say excitedly. They are developing an understanding of number pattern and order, they count how many children are in their group, and then use their fingers to demonstrate six. They are beginning to understand the simple principles of calculation when joining in with group activities, using terms such as one more or one less.

Children use magnifying glasses to look closely at objects on the interest table. They use their senses and describe how prickly the chestnut shell feels, and exclaim that it looks a bit like a hedgehog. Their confidence in using Information Communication Technology (ICT) equipment is not fully encouraged, as the computer or other equipment is not used on a regular basis. Children have lots of good opportunities to explore media through painting, modelling with play dough and clay, and cutting and sticking. They use their hands to apply the glue and mix the paint, enjoying the patterns and colours they create. Children join in enthusiastically during music and singing sessions, copying actions and movement. They enjoy role-play, using their imaginations to recreate their own experiences. For example; a child uses play dough to make a cake, stirring and mixing and then baking it until it is ready.

Helping children make a positive contribution

The provision is good.

Children's individual needs are given very high priority by the staff who liaise closely with parents. The children settle quickly because the staff have a good knowledge of their needs. The children's sense of belonging and self-esteem is promoted well. They use their own named coat peg on arrival, put their own name card on the board and proudly show visitors to the setting their artwork, which is carefully displayed on the walls.

Children with special educational needs are very well supported within the setting. Staff work well with parents and other professionals to ensure the children's needs are identified and met, enabling all children to achieve their full potential. Activities are adapted to ensure all children are included, and additional staffing is used to ensure the children are well supported. The children and staff use simple sign language at register time, increasing communication between all the children. To support children's individual medical needs, staff undertake specific training to enable them to administer appropriate medication.

Children have good opportunities to learn about diversity and the wider world through planned activities. This includes celebrating cultural festivals and tasting unusual foods. Children have frequent access to good quality resources which provide children with positive images of cultural diversity, gender and disability. This helps them to learn to respect and value diversity. Children also enjoy celebrating more familiar festivals such as Christmas and Harvest festival, bringing in contributions to take to the special harvest assembly in the school. The children's spiritual, moral, social and emotional development is fostered.

Children's behaviour is improving due to the positive and consistent approach of staff. All staff members provide positive role-models for behaviour, and deal with issues in a calm and quiet manner. Staff get down to the children's level to discuss and explain why their behaviour may not be appropriate. They use lots of praise and encouragement with all children, to encourage good behaviour.

The partnership with parents is good. Parents are provided with information about the setting, and the policies and procedures of the group are shared with them. They know their child's key worker, and develop good relationships with all the staff. Parents feel fully included in decisions that are made about their child's care. This increases consistency between the care the children receive at home and nursery, and ensures that parents are kept well informed. Parents are provided with information about the Foundation Stage curriculum, and about plans for activities and events, giving them increased opportunities to support their children at home.

Organisation

The organisation is good.

The children's care and education is effectively supported. This is due to the staff having a good understanding of their individual roles and responsibilities. They are well qualified, and continue to update their knowledge through training and workshops to benefit the children. To ensure children's safety, staff who currently work with the children have undergone an appropriate vetting procedure to ensure they are suitable to do so. The written policy regarding staff recruitment needs to be reviewed to ensure it reflects new regulations, and therefore, continues to support children's welfare. Documentation is used effectively to support practice, good consideration is given to maintaining confidentiality of personal information.

The premises are bright, welcoming and well organised. Staff ensure that there is a broad range of activities for children to choose from; however, best use is not always made of outdoor play space. Resources are invitingly set out to attract children to

play and participate. To promote choice and increase children's independence, resources are very well organised in low-level and clearly labelled units.

Leadership and management of the setting is good. Staff work very well together as a team, valuing each others skills to benefit the children. A recent change of committee has had a positive impact on organisation within the setting, ensuring consistency in the support offered to staff and children. Staff and committee meet regularly to review practice, discuss plans and identify areas of improvement.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase the use of outdoor play space during sessions, to further enhance children's experiences
- improve the outcomes for younger children, by using an approach in line with the Birth to three matters framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase children's access to ICT equipment, to extend their skills and confidence.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk