

Tiddlywinks

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

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.

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Description of the setting

Tiddlywinks Nursery is situated in a single-storey unit on the Battlefield Business Park, on the north-west outskirts of Shrewsbury, in Shropshire. There are two rooms available for the children, with the larger room divided into two areas. There is a small kitchen, toilets for the children and staff and an office. There is also an enclosed outdoor area, which is partially grassed. The nursery serves Shrewsbury and surrounding areas.

The nursery is registered to care for 42 children under eight years, with a maximum of 19 children aged under two years. They are registered on The Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group are able to support children who have special needs. The nursery is open Monday to Friday from 08:00am until 06:00pm and the children can access a variety of sessions within this time.

There are ten members of staff who work with the children, nine of whom hold suitable early years qualifications. The staff access regular training on early years issues and receive support from a teacher mentor from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The owner and staff work very cohesively to provide an environment where each child is respected and valued as a unique person and their individual needs are met. Staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and implement this effectively ensuring that children are well cared for and make good progress in their learning and development. Although at times, some staff miss the opportunity to extend and fully support children's learning and plans lack sufficient detail. Partnerships with parents are strong and staff ensure they are kept well informed of their child's day. The owner and staff are committed to continuously improving the nursery and work hard to ensure this results in better outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that staff take all opportunities to support and extend children's development and learning
- develop the planning system further to ensure that learning intentions are clear to take account of children who are more able or need additional support. Ensure that plans are informed by assessments of the children.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is robust and the procedures are understood by staff who are fully vetted and their suitability ensured through rigorous selection processes. The procedures for child protection are in line with Local Safeguarding Children Board guidance. Staff attend additional training to keep their knowledge in this area up-to-date. Appropriate risk assessments and daily checks are conducted to minimise hazards to children and staff. Children are encouraged to keep themselves safe by being gently reminded to sit correctly on the chairs when eating snacks or lunch and talk about the application of sun cream to protect their skin.

Children's care and learning is promoted well because staff have a secure knowledge of the Early Years Foundation Stage and implement this effectively to promote successful outcomes for children. The owner and staff team demonstrate an enthusiasm for their work with a clear commitment to reviewing and improving practice to enhance children's experiences and maximise their learning and development. Since the last inspection most recommendations have been swiftly dealt with to ensure better outcomes for children. The owner prioritises areas for improvement and has been working on improving the outdoor area, which is now completed. Although staff want to improve on this evaluation process by involving children and parents.

Staff undertake regular observations of children's progress and introduce the right balance of adult-initiated and child-led experiences to promote their development well. Plans are displayed but it is not always clear what the learning intention is or how these can be adapted, or how they link to children's assessments. Senior staff recognise that at times some staff do not take all opportunities to support and extend children's development and learning and are working with them to improve this.

Staff have a good understanding of issues relating to equality and diversity, as they provide a service that ensures all children and their families are included. Detailed information is sought from parents regarding their child's routine, care needs and particular preferences and interests, all of which are recorded and acted upon by the staff in a consistent way. Parents of younger children receive daily diaries, so they know details about their child's day. The setting has sought parents' evaluations of the service provided. One parental comment stated that 'I am very happy, it's a fantastic nursery, my child has really progressed since they started... staff are really caring, friendly and approachable'.

Resources are used very effectively to support children's learning as children can independently access these from the low level shelving units. The setting understands the benefits of liaising with other providers to promote learning and consistency for the children attending.

The quality and standards of the early years provision and outcomes for children

Children are eager to arrive, settle very well and enjoy their time spent in the setting. All children make good progress towards the early learning goals. Behaviour is very positive as children form strong relationships with each other and with adults. Older children are offered consistent boundaries and expectations in order for them to feel secure and confident. Babies and young toddlers are supported sensitively in becoming aware of the needs of others as well as their own. Children are enthusiastic learners because they enjoy plenty of time for free play as well as access to an interesting range of planned activities.

In the baby room staff interact very well with children during their play and constantly chatter to them, modelling language effectively to encourage development of communication skills as well as using smiles and facial expressions. Babies freely approach staff for cuddles and reassurance. They have great fun as they play 'Peepo' sitting in a cardboard box and explore using the treasure baskets and musical toys. They are encouraged to share as they stack the boxes and watch them topple over. They get fresh air daily as they go outdoors and play with bricks on the new mats under the canopy. If able they ride on wheeled toys or play with the soft balls.

In the toddler room the children thoroughly enjoy exploring in the shaving foam and the sand. Staff get fully involved in the activity and ask open ended questions, so extending children's learning and helping them to make connections, as they ask the children how it feels and if anyone at home uses this. They enable children to gain a sense of time as they talk about the foam looking like the snow last week. They become more aware of their body parts as staff name these as they start to clean the foam off. They discuss what they need to keep them dry when its raining outdoors and enjoy whizzing the cars down the ramp and 'making tea' for baby.

In the pre-school area children sing a welcome song at circle time in order to give the children a sense of belonging and make them feel valued. During the topic of nursery rhymes they sing 'Little Miss Muffet,' make spiders' web pictures and explore in the oats. They freely help themselves to the art materials to make their picture, so encouraging their independence. They have fun as they dress up in spider costumes and Little Miss Muffet dress, so taking on different characters. As they pretend to be doctors they decide that custard pie will make their cough better. As they exercise using yoga techniques staff are fully involved and encourage the children to sequence events as they pretend to make sandwiches and go for a bicycle ride. They talk about the importance of wearing cycle helmets, so encouraging children to keep themselves safe. They count how many times they touch their toes and numerals are displayed around the rooms to encourage children's recognition of these. They readily access books and listen with intent as staff relay stories in a lively manner, so maintaining children's interest. They are encouraged to plan what they would like to play with and confidently approach staff for help to put aprons back after finishing their picture.

Children take part in charity events, such as Red Nose Day and sponsored waddles to gain an understanding of others and the wider world. Throughout the nursery children develop an understanding of a healthy lifestyle as they eat nutritious snacks such as fruit and home made meals obtained from a platinum award winning caterer. The nursery also hold the gold healthy eating award and are working towards the platinum award. Staff and children talk about the importance of hand washing as they wash their hands prior to eating. Children are encouraged to clean their teeth after eating their lunch, so making them aware of the importance of regular brushing. The newly developed outdoor area provides opportunities for children to be active. They develop their knowledge of their local community as they go for walks to the duck pond and local park.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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