



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122626

DfES Number: 511188

INSPECTION DETAILS

Inspection Date 21/05/2003
Inspector Name Ceri Ann Mills

SETTING DETAILS

Setting Name Tiddlywinks Nursery
Setting Address Hooley Hall
Redhill
Surrey
RH1 6EW

REGISTERED PROVIDER DETAILS

Name Tiddlywinks Nursery Ltd

ORGANISATION DETAILS

Name
Address

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tiddly Winks Nursery is privately owned and operates from a two storey detached period building in the Earlswood area of Redhill, Surrey. The nursery has four base rooms and children are grouped by age. Children under two years are accommodated on the ground floor only. The enclosed out door play area has a safe surface. Tiddly Winks is registered to provide care for 58 children aged under eight years. This includes a limited number of spaces for children aged five to eight years to attend after school and during school holidays. There are currently 13 funded three and four year olds on roll. All funded children have English as a first language and none have an identified special educational need. The registration does not include overnight care. The nursery is open Monday to Friday from 07:30 to 18:30 51 weeks of the year and offers both full and part time care arrangements. The nursery has a management team of experienced and qualified staff and most staff working directly with the children have an early years qualification. Training is actively encouraged for unqualified staff.

How good is the Day Care?

The nursery provides a satisfactory standard of care for children. The nursery is well managed and has a clear staffing structure. Staff are deployed effectively and are aware of their individual roles. Some staff, however, lack understanding of their responsibilities in respect of child protection issues. A new manager has been appointed within the last six months and she has introduced a number of significant changes and new initiatives. The manager is experienced and has a good understanding of the National Standards and regulatory requirements. All staff have an early years qualification or are working towards a nationally recognised child care qualification. Staff work in partnership with parents and strong links are established, particularly by those working with the under twos. Parents are welcomed into the setting and offered flexible day care arrangements for pre-school and school age children. Parents receive weekly bulletins detailing what children are doing and key workers share information about children's developmental progress. The daily routine is structured and offers activities that are organised and linked to areas of learning. Children's care, learning and play is supported well by staff and a wide

range of resources, however the monitoring of children is not used effectively to plan next steps for individual children's development and learning. The nursery gives high priority to ensuring children are safe both in and outside the building. Security and access to the premises are well managed. Staff are aware of safety issues, particularly those working on first floor, and ensure children are supervised at all times. The nursery has a positive behaviour management policy which is understood and implemented by staff. Strategies are consistent and age appropriate with good behaviour and achievements acknowledged by staff. The children are settled, well behaved and approach staff with confidence.

What has improved since the last inspection?

At the last inspection the provider agreed to : - maintain equipment used for the preparation and storage of food and ensure staff responsible for food handling comply with food safety and hygiene. Two staff have attended a Basic Food and Hygiene course and a new recommendation has been made to obtain guidance from the Environmental Health Officer regarding washing up procedures. - implement a system to record children's progress. A new assessment system has been established. - make velux windows safe. First floor velux windows have been made inaccessible to children and inspected by Fire Safety Officer. - provide clean bedding, towels and bibs. Supplies have been replaced and are laundered daily. - maintain appropriate temperature in all rooms used by children. Staff monitor wall thermometers and adjust heating accordingly. A fan has been purchased. - make electric leads, low level glass, appliances and radiators safe. These have been satisfactorily addressed. - maintain floor coverings used by babies and toddlers to a safe and hygienic condition. Wooden floor has been replaced with flooring which is soft and washable.

What is being done well?

There is a clear staffing structure in place and staff work well as a team. The proprietor and the manager are both on site daily and work closely with senior members of staff, resulting in a well managed nursery. Most staff have a recognised early years qualification and the nursery actively encourages training for unqualified staff. (Standard 2) The nursery offers a welcoming environment and staff develop good relationships with parents, through the exchanging of information on a daily basis. The care provision for the under twos is good and key staff work in partnership with parents to meet babies' individual needs for feeding and sleep. (Standard 12) The nursery has a comprehensive policy for safety issues. Health and safety procedures are prominently displayed throughout the building and staff are aware of their individual roles and responsibilities. Children are not able to leave their base room unless accompanied by a staff member. Security is well managed and access to premises is vigilantly monitored. The nursery has installed a CCTV system. (Standard 6) The nursery adopts a consistent and positive approach to the management of children's behaviour. Staff interact well with the children and develop good relationships with them. The children are settled and well behaved in their care. Children are able to play co-operatively and are encouraged to be polite and considerate to others. Good behaviour is promoted and acknowledged by staff. (Standard 11)

What needs to be improved?

procedures for ensuring all staff are familiar with the settings policies and procedures; (Standard 2) planning next steps for children's individual development and learning using observation records; (Standard 3) the overall brightness of play areas where natural light is limited; (Standard 4) removal of worn resources, now that a replacement programme has been implemented; (Standard 5) seating arrangements for staff when bottle feeding babies; (Standard 5) procedures for ensuring all staff are fully aware of fire evacuation routes; (Standard 6) management of washing up duties to ensure staff: child ratio is unaffected and procedures comply with Environmental Health Officer's guidelines; (Standard 7) children's accessibility to drinking water; (Standard 8) staff's understanding of providing care for children with special education needs and details in current special needs policy to state how children and adults with mobility disabilities can be included; (Standard 10) procedures for informing parents what policies are in place and making them easily accessible; (Standard 12) staff's understanding of child protection, the recording of children's pre-existing injuries and procedures for any allegations made against staff. (Standard 13)

Outcome of the inspection

Satisfactory

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

| Std | Action | Date |
|-----|--------|------|
|-----|--------|------|

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|---|
| 2 | ensure all staff have a knowledge and understanding of policies and procedures |
| 3 | ensure observation records are used effectively to plan next steps and benefit children's individual play and learning needs. |
| 4 | improve environment where play areas have limited natural light. |
| 5 | ensure well worn resources are removed from use and replacements conform to BS EN safety standards. |
| 5 | provide appropriate furniture for staff to bottle feed babies safely and comfortably. |
| 6 | ensure staff working on the first floor are familiar with all fire evacuation procedures. |
| 7 | obtain written guidance from EHO regarding washing up procedures. |

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| 8 | ensure children are aware that drinks are available to them at all times. |
| 10 | extend the special needs policy to include how the needs of children and adults with specific needs within the setting are met. |
| 10 | ensure staff are aware of current legislation and guidance concerning special educational needs. |
| 12 | ensure parents are aware of policies and that they have easy access to information. |
| 13 | develop staff's knowledge and understanding of child protection issues. |
| 13 | ensure procedures are in place to record children's pre-existing injuries. |
| 13 | ensure Child Protection statement includes procedures for allegations of abuse made against a member of staff. |

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Taken overall the standard and effectiveness of the nursery education is generally good. The children are making consistent progress and most children should achieve the early learning goals by the end of the foundation stage. Long and short term planning provides a sound framework for a broad and balanced curriculum. The staff team are enthusiastic and children respond well to their direction. They are all qualified and have a sound knowledge of the early learning goals. This is effectively used in the preparation of their weekly plans. However staff need more support with their child assessments so that they can effectively link these in with their forward planning to meet the needs of individual children. The proprietor takes a daily interest in the nursery and has attended courses run by the Early Years and Childcare Service so she keeps up to date with current legislation and requirements. A new nursery manager has been in post since December 2002. She has experience in pre-school settings and has leadership and management skills; these are used to support staff through regular supervision and appraisal. Staff however need to keep up to date on recent legislation. There is a good partnership with parents. The setting has an 'open door' policy of which all parents are aware. They are welcomed into the nursery each day and a member of staff briefly gives them an account of their child's progress. However there are no formal planned sessions where parents can access their child's records and be given accurate information on their progress.

What is being done well?

Children's personal, social and emotional development is good, they are happy and confident in their environment and they show an interest in most activities. Children work well in groups. They interact and relate well with each other. Children enjoy books. Staff encourage the children to look through books and describe what they see. Good use is made of the book corner. The outside area promotes children's physical development. The technology room encourages children to work independently on computers.

What needs to be improved?

Children's access to role play activities. Staff's assessment of where children are in their learning so that they can plan to meet their individual needs. Children's mathematical development through a wider range of practical activities during free play sessions. Planned sessions for parents so that they can receive accurate information on their child's current progress and aims for the future. Children's access to the natural world, and opportunities to observe and investigate small living things. Staff's understanding of the Code of Practice for children with special educational needs and their awareness of the Disability Discrimination Act 1995. Children's opportunities to access resources independently.

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| What has improved since the last inspection? |
| <p>The nursery has made reasonable progress since the last inspection. They have developed activities that encourage children to interact and participate as a whole group. All the areas of learning are covered and religious and cultural events are now included in the planning. Children have periods to explore books with staff and there is a mathematical and literacy area where children can work independently. However, not all staff are sufficiently aware of the Code of Practice on the Identification and Assessment of Special Educational Needs. They also need further practice on linking current child assessments to forward planning.</p> |

SUMMARY OF JUDGEMENTS

| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| Children's progress in personal, social and emotional development is generally good. Children are well behaved and staff foster their self esteem with constant praise. Children are encouraged to be polite and learn to share. They play co-operatively and enjoy group activities where they interact and learn new songs. The daily routine is very structured and can affect the spontaneity of the children's play. Children need to be able to access resources independently. | |

| COMMUNICATION, LANGUAGE AND LITERACY | |
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| Judgement: | Generally Good |
| Children's progress in communication, language and literacy is generally good. Children show a keen interest in books and they are able to share their experiences and communicate their feelings. Children are able to work independently to make marks and they recognise that letters have a meaning. Most children recognise their written first name but this could be extended for more able children. There is limited availability for role play due to its location in the nursery. | |

| MATHEMATICAL DEVELOPMENT | |
|---|----------------|
| Judgement: | Generally Good |
| Children's progress in mathematical development is generally good. Children learn numbers through rhymes and practical exercises. Most children can count confidently up to 10 and are being introduced to value and sequence. Most children recognise basic shapes and apply this to everyday language. Some mathematical activities are too difficult for less able children. | |

| KNOWLEDGE AND UNDERSTANDING OF THE WORLD | |
|---|----------------|
| Judgement: | Generally Good |
| Children's knowledge and understanding of the world is generally good. Children are offered a range of opportunities to explore their senses through a variety of materials. They learn about their environment and are introduced to the customs of other cultures. Technology is introduced with the use of computers that have a range of appropriate self-correcting programmes. Children however lack everyday access to a garden area to observe small living things. | |

| PHYSICAL DEVELOPMENT | |
|--|----------------|
| Judgement: | Generally Good |
| Children's progress in physical development is generally good. They move confidently within their environment, having access to both small and large equipment. They are learning to climb and balance and have access to small manipulative toys to develop their fine motor skills. Facilities for the less physically able child however are limited. | |

| CREATIVE DEVELOPMENT | |
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| Judgement: | Generally Good |
| Children's progress in creative development is generally good. Most children can recognise and name colours. They are encouraged to explore paint through various activities and they have the use of various mediums for creative play. The area for role play, however, is restrictive and only three children are permitted to use it at any one time consequently curbing their creativity. | |
| Children's spiritual, moral, social, and cultural development is fostered appropriately: | Y |

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| OUTCOME OF THE INSPECTION |
| The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time. |

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| WHAT THE SETTING NEEDS TO DO NEXT |
| develop staff's knowledge of the Disability Discrimination Act 1995 and of the Code of Practice for children with special needs so that they know how to assess and provide a suitable environment for children with special needs. improve staff's understanding of child assessment so that they can move children on effectively to the next stage of learning. develop the role play area to give children more opportunities to interact and become involved in imaginative play. |

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14: DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.