



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN EY232044**

**DfES Number: 551205**

### **INSPECTION DETAILS**

Inspection Date      06/12/2004  
Inspector Name      Toni Hanson

### **SETTING DETAILS**

Day Care Type      Sessional Day Care  
Setting Name      Tiddly Winks  
Setting Address      St Albans Church  
                         Princes Road  
                         Romford  
                         RM1 2RD

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Audrey Helen Kiani

## 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 is a privately owned playgroup, owned and managed by Audrey Kiani. The group opened in January 2003 and is situated in a residential area of Romford, Essex. A maximum of 20 children may attend the playgroup at any one time. The playgroup is open each weekday from 09:30 to 12:00 during term time and children attend for a variety of sessions.

There are currently 22 children aged from 2 and a half to under 5 years on roll, of these 19 children receive funding for nursery education. Children attend from a wide catchment area. The playgroup currently supports a number of children who speak English as an additional language.

The playgroup employs six members of staff, three including the manager hold appropriate early years qualifications to National Vocational Level 2 or 3. The remaining three staff are working towards a level 2 qualification.

### How good is the Day Care?

Tiddly Winks Playgroup provides satisfactory care for children.

The playgroup has a basic operational plan in place. This is in the process of being developed, as not all the required policies and procedures are in place. The staff team are clear about their roles and responsibilities. However, staff are not deployed effectively as they spend a considerable amount of time during the second half of the session cleaning and putting equipment away, rather than working directly with the children. Although there is no appraisal system in place, staff have regular opportunities to attend training. A first aider with a current certificate will not be present every day until more staff undertake training booked for January 2005.

The premises is spacious, appropriately maintained and staff check each area is safe before children arrive. However, safety standards are currently unsatisfactory as children could have unsupervised access to the kitchen where there are potential hazards. All areas for promoting children's health are good. Staff have a sound

understanding of child protection procedures. Healthy, balanced snacks are provided mid morning for children and special dietary needs catered for well.

A satisfactory range and balance of activities are provided overall, although children's access to resources that reflect diversity are limited. Staff are skilled at talking to and questioning children to help them think and learn. Children's behaviour is managed positively and staff use praise frequently to re-enforce good behaviour. However, children's behaviour deteriorates when they do not receive the adult support they need.

Parents receive an appropriate information booklet about the playgroup and regular newsletters to encourage their involvement with their child's learning and care. The key worker system and home link books are used effectively to share information about children's care. All the required children's records are in place and stored securely.

#### **What has improved since the last inspection?**

This is the playgroup's first Children Act inspection.

#### **What is being done well?**

- Hygiene procedures are good. Staff work hard to ensure all areas of the premises are clean and hygienic. Children learn about hygiene issues through daily routines, such making sure their hands are clean before they eat.
- The snack menu is healthy and balanced and the foods/drinks served enjoyed by children. A choice of fruit is provided every day to encourage healthy eating.
- The staff team form warm, positive relationships with children and have a good understanding of each child as an individual.
- The keyworker system and home link books are used effectively to keep parents informed about their child's care and how they are settling at the playgroup. Parents say that the home link books are an easy and useful way of sharing information about their child with staff.

#### **What needs to be improved?**

- children's safety, regarding their potential access to sharp knives and other hazards in the kitchen and the side door leading outside
- staff deployment, to ensure there are sufficient staff working directly with the children throughout the session
- the provision of activities and resources that reflect diversity and help children learn about the wider world.
- documentation, to ensure the operational plan includes the procedure to be

followed in the event of a child being lost or a parent failing to collect a child. Also a statement of the procedure to be followed where a parent has a complaint about the service provided by playgroup.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person must take the following actions by the date shown**

Std	Action	Date
6	Make sure that premises are secure and children are unable to leave unsupervised using the side door near the kitchen. Ensure sharp knives, cleaning liquids and other potential hazards stored in the kitchen are inaccessible to children.	10/01/2005
14	Ensure the operational plan includes all regulatory procedures. In this instance, the procedure to be followed in the event of a child being lost or a parent failing to collect a child. Also a statement of the procedure to be followed where a parent has a complaint about the service provided by playgroup.	10/01/2004

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

Std	Recommendation
2	Ensure there are sufficient staff working directly with the children throughout the session.

9	Ensure that children have access to an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Tiddly Winks Playgroup provides good quality provision overall, where children are making generally good progress towards the early learning goals. Provision for their physical development and knowledge and understanding of the world has significant weaknesses.

The quality of teaching is generally good. During the first half of the session staff interact appropriately in children's play and question them effectively to help them learn. Children behave well in response to the appropriate expectations and sensitive support of staff. Mid morning staff pack most play equipment away and children do not receive sufficient adult support. The noise level then becomes high and staff have to shout to make themselves heard. The quality of teaching improves when staff organise group activities and are working directly with the children once again. Appropriate systems are in place to support children with English as an additional language and children with special educational needs.

Leadership and management at the setting is generally good. The playgroup has appropriate aims for the children's care and learning. Staff are encouraged to attend training to further develop their knowledge and skills and keen to try out new ideas during sessions. However, systems to regularly monitor and evaluate the strengths and weaknesses of curriculum planning and the use of resources are not fully effective. This means that some weaknesses, particularly with staff deployment, the provision for physical development and knowledge and understanding of the world have not been identified.

Partnership with parents is generally good. Keyworkers and 'home link' books keep parents up to date with information about children's care. Regular newsletters inform parents about topics, events and activities they can provide at home to support their child's learning. However, parents do not receive regular information about their child's progress and achievements in the six areas of learning.

### What is being done well?

- Staff are skilled at engaging children in conversation. They value what children say and question them effectively to help them express their thoughts and ideas.
- Children have good opportunities to design and construct using a wide range of construction kits, resources and tools. These activities help promote children's physical and mathematical skills and find out about the different properties of the materials they handle.
- Children have frequent opportunities to use their imagination in the well resourced role play area. They confidently express their ideas, thoughts and

feelings as they dress up and act out different roles and make believe situations.

- Children enjoy listening to stories, looking at books independently and sharing books with staff in the comfortable book area. They are learning to handle books with care and receive good adult support to develop their enjoyment of and interest in books.

#### **What needs to be improved?**

- systems to monitor and evaluate the effectiveness of staff deployment and the strengths and weaknesses of curriculum planning
- opportunities for children to practice and improve their large motor skills such as climbing, sliding, balancing and peddling
- opportunities for children to explore and investigate their local environment, the natural world and everyday technology
- systems to inform parents about children's achievements and progress in the six areas of learning.

#### **What has improved since the last inspection?**

This is the playgroup's first S122 nursery education inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are keen and motivated to learn. They have good relationships with adults and each other and are learning to take turns and share fairly well. However, their behaviour deteriorates when they do not receive the adult support they need. Children have some opportunities to develop personal independence, such as choosing activities. This needs to be extended within the setting. Children are developing an understanding of other lifestyles as they eat rice with chopsticks at Chinese New Year.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children confidently talk to staff and each other and are keen to share their thoughts and ideas with others. Staff are skilled at encouraging children's language development. Children competently handle books and enjoy listening to stories. They have good opportunities to develop their eye hand co-ordination and early writing skills, as they paint and thread beads. Although, older and more able children have too few opportunities to attempt writing for a purpose during play.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have frequent opportunities to name and recognize basic shapes and colours and solve problems of shape and size, as they complete puzzles and build using construction kits. They confidently count and use numbers as part of their play, such as counting shapes on puzzles and the bricks in their trucks. Although, opportunities for older and more able children to further develop their understanding of number and calculation are sometimes missed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children skilfully design and construct, they build trucks that turn into helicopters and use glue and recyclable materials to make a 'Thomas' train. Children enjoy discovering how things work as they use magnets to pick up metal nuts, these activities often do not sufficiently challenge older and more able children. Children have limited access to everyday technology and resources reflecting diversity. Too few activities allow children to find out about their environment and the natural world.



## **PHYSICAL DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children use small equipment with increasing confidence and control, including scissors and chalk. They enjoy developing spatial awareness through music and movement. However, children have limited access to the large, physical equipment and too few opportunities to practice and improve their skills of moving safely, climbing, sliding, balancing and peddling. Children find out about the positive benefits of being healthy through daily routines, such as washing hands before eating.

## **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children join in enthusiastically with familiar songs and rhymes at group time and have regular access to musical instruments. They explore and talk about the different textures of chalk, dough and paint. Children are highly imaginative as they dress up as mermaids and go 'on holiday to France!' Many craft activities however, are very adult directed and children do not always have a wide enough range and choice of resources to express their own ideas and thoughts through art.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **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.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Improve systems to monitor and evaluate the effectiveness of staff deployment and the strengths and weaknesses of curriculum planning.
- Strengthen the programme for physical development, to ensure children have more frequent opportunities to practice and improve their large, motor skills.
- Strengthen the programme for knowledge and understanding of the world, to promote children's understanding of their environment, the natural world and everyday technology.
- Improve systems to keep parents informed about their child's achievements and progress in the six areas of learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **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.*