



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251804

DfES Number: 515995

INSPECTION DETAILS

Inspection Date	17/09/2004
Inspector Name	Moira Oliver

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Tiddlywinks Day Nursery
Setting Address	108 High Road Trimley St. Mary Felixstowe Suffolk IP11 0SU

REGISTERED PROVIDER DETAILS

Name	Ms Gill Stephen
------	-----------------

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

Tiddlywinks Day nursery opened in 1992 and occupies the ground floor of a private house in Trimley St Mary. It operates from three rooms, two on the ground floor of the house and a new baby room in a building in the garden. There is a fully enclosed rear garden for outdoor play. The nursery serves the local area.

There are currently 36 children from 1 year to 10 years on roll. This includes 8 funded three and four year olds. Children attend for a variety of sessions, this includes before and after school care. The nursery supports a small number of children with special needs and who speak English as a second language.

The group opens five days a week all year round except for the period between Christmas day and New Year's day, from 08:00 to 18:00.

Five members of staff work with the children. All the staff hold early years qualifications to NVQ Level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Tiddlywinks Day Nursery provides good quality care for the children. The established staff team are qualified and work well together to provide a friendly, welcoming atmosphere. The children are grouped together for a large proportion of the day enabling older children to look after and play with younger ones. Young children learn from being with the older ones, however, there are inappropriate expectations for young children to sit and join in activities. The nursery provides a bright and stimulating baby room where babies are happy and well cared for. Relevant documentation is in place enabling staff to provide appropriate care and learning, however, the medication book needs reviewing.

Staff are aware of safety issues, children are supervised at all times and the premises are monitored, however, areas are not always checked before use. There are effective procedures in place to promote children's health and hygiene and their

dietary needs are met with a range of healthy meals and snacks. Staff work closely with parents and other agencies to provide quality care for all children including those with special needs.

Staff plan a range of interesting activities for children to explore. They are involved in the children's play, talking to them and listening to them, supporting their play. Staff sit with the children setting good role models, they are interested in what the children say and do, children respond by behaving well.

Parents are very happy with the provision and find the staff both friendly and approachable. Staff are available and information is shared at the beginning and end of each session, keeping parents informed about the provision and their child's well-being.

What has improved since the last inspection?

At the last inspection the nursery was asked to designate a staff member to be responsible for behaviour management, the named person has now been added to the policy.

The nursery were also asked to obtain written permission from parents before administering medication. New registration cards include consent from parents to administer medication and seek emergency treatment or advice. Parents are asked to fill in the medication book each time before medication is administered, however it is unclear as to whether parents sign before as well as after the event.

What is being done well?

- Staff work directly with the children playing with them at their own level. They show their interest in the children by talking to them and listening to them, asking relevant questions to encourage them to think for themselves and extend their language.
- The nursery offers a bright and inviting self contained baby room where babies are safe to play, explore, eat and sleep. The staff are kind and affectionate towards the babies who are confident and happy in their environment.
- The staff build trusting relationships with the parents who are happy with the care their children receive. The staff are friendly and approachable, making themselves available to the parents and information is shared daily.

What needs to be improved?

- the confidentiality and clear use of the medication book
- the expectation of very young children to sit and take part in large group activities
- the security of the premises regarding the garden gate.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
2	review organisation to ensure very young children take part in activities appropriate to their age and stage of development
6	carry out a risk assessment to ensure procedures are in place to check all areas before use
7	review the recording of medication to ensure clarity and confidentiality

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

How effective is the nursery education?

Tiddlywinks Day nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff place due emphasis on developing children's spoken language and frequently engage them in meaningful discussions about their play and past experiences. Staff are interested in what the children say and do. The staff have a reasonably sound knowledge of the early learning goals, they plan the programme well and are clear about the learning intentions of the activities. Staff record the children's progress daily enabling them to plan for the next step. Staff are calm, relaxed and friendly in their management of the children. They are an established team and work well together.

The staff have a good knowledge of the Code of Practice on the identification and assessment of special needs, they support the children appropriately and work with the parents.

The leadership and management of the nursery is generally good. Regular staff meetings ensure that staff are kept informed and their ideas shared. The manager effectively delegates the day to day running of the nursery and trusts the staff with their individual responsibilities, offering support where needed. Good links have been developed with other agencies and the group work well with the Early Years Partnership. Systems are not effective in monitoring and evaluating the provision for care and education.

Partnership with parents is generally good. Information about the Foundation Stage is available to parents, however, most parents are unaware of the curriculum. Parents receive the children's developmental records each term, however, parents are not actively encouraged to contribute to these or to be involved in planning their child's next step.

What is being done well?

- Staff are calm relaxed and friendly in their management of the children, they work directly with small groups, individual children, and join in with large group activities. Children are supported in their play by staff who provide many valuable opportunities for children to engage in conversation and to be listened to.
- Children are introduced to a range of interesting objects and materials to explore and investigate. Valuable learning takes place when children are able to explore fruit and vegetables in their own time, developing and extending their learning through practical play.
- The garden offers a range of toys and equipment for physical play, children

enjoy practicing their skills in climbing, balancing, throwing, catching and peddling etc.

What needs to be improved?

- the system for monitoring and evaluating the provision;
- informing parents of the curriculum and actively encouraging parents to contribute to their child's records ensuring they are involved in planning for their child's next step;
- the variety of resources in areas such as the writing area and painting area to provide a more stimulating and inviting activity with more choice to be creative.

What has improved since the last inspection?

At the last inspection the nursery was asked to extend planning to include practical activities, based on the children's records. The staff plan using children's assessment records, building on what children already know and can do. They plan stimulating activities and evaluate each one.

Staff were asked to agree on a policy for teaching the alphabet, letter formation and pencil grip. Staff are all aware of the policy and guidelines on correct letter formation and pencil grip and teach the children appropriately.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Staff settle children well, giving reassurance and individual attention when parents leave, children confidently join the group and are willing to try new experiences. Children are interested in the activities presented, they enjoy discovering fruit and show excitement when playing with bean bags. Children are developing self help skills during planned activities such as pouring and dressing, however this is not consistently encouraged, for example, during snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Speaking and listening skills are well fostered, staff encourage children to chat about their experiences, they ask questions helping the children to put their thoughts into words. Children are introduced to the written word through labels, books and by supporting children to follow written instructions in recipes, enabling children to see the various purpose of writing. There is provision for children to practice their emerging writing skills, however, the writing area was not used.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children use number daily, they count the children, complete the weather board and count out fruit at snack time. Children are beginning to recognise some numbers. Children are gaining an understanding of shape and size, they use mathematical language in play situations. Children are beginning to calculate during planned activities, they work out how many cups and spoons are needed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are beginning to gain a sense of the world around them, they are encouraged to talk about personal experiences such as birthdays and holidays and are taken on outings around the town and village they live in. There are good opportunities for children to observe growth and change with planting cress, some understand what plants need to grow. Children explore a range of materials during the activities and have opportunities to develop and practice skills independently.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

The nursery has a range of interesting facilities in the garden which motivate children to practice and develop their physical skills. They enjoy activities such as climbing, balancing, throwing, scooting and peddling. Children have opportunities to develop skills such as pouring, mixing and cutting, they also are learning to use brushes and scissors and have opportunities to explore malleable materials such as playdough.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children use their imagination in role-play situations such as the market stall. They sell fruit and use tills to take money and to give change. Musical awareness is developed through singing, playing instruments and moving to music during planned activities. Children enjoy singing familiar songs and making up rhymes. There are opportunities for children to paint and experiment with print techniques, however, the range of resources is limited.	

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

- devise an effective system for monitoring and evaluating the care and education provided
- actively encourage parents to become more aware of the Foundation Stage Curriculum and involve them with their child's assessment records in order that they can contribute to planning for the next step
- develop areas such as the writing area and craft area to make them more varied and stimulating, inviting the children to use them.

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.