



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY256469

DfES Number: 545015

### INSPECTION DETAILS

Inspection Date 24/11/2003  
Inspector Name Juliette Jennings

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Tiddlywinks  
Setting Address 1 Yeamanry Road  
Shrewsbury  
SY1 3EH

### REGISTERED PROVIDER DETAILS

Name Tiddlywinks Shrewsbury Limited

### ORGANISATION DETAILS

Name Tiddlywinks Shrewsbury Limited  
Address 1 Yeamanry Road  
Shrewsbury  
SY1 3EH

## 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 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 a reasonable-sized outdoor area, which is partially grassed. The nursery serves the Shrewsbury area.

There are currently 45 children aged from birth to under 5 years on roll. This includes 3 funded three and four year olds. The group are able to support children who have special needs. The nursery is open Monday to Saturday from 08:00 until 18:00, and the children can access a variety of sessions within this time.

There are nine members of staff who work with the children, six 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.

### How good is the Day Care?

Tiddlywinks Nursery is providing a satisfactory quality and standard of care. The children are supported to develop and learn in a caring and interesting environment. They have access to a developing range of age-appropriate resources and activities which help them make progress in all areas of development, although organisation of the space and resources should be improved so that children can access them to support their learning.

Activities are planned using the Foundation Stage, working towards the early learning goals for older children and Birth to Three Matters for the younger children. Planning for the Foundation Stage is being developed with support from the Early Years support teacher. Staff observe and assess the children which, in addition to evaluations of activities, is beginning to inform future planning. There are satisfactory arrangements in place for supporting children with special needs.

Staff access regular and on-going training in early years issues and current good practice guidelines and this helps to ensure that the children are cared for in a child-orientated and secure environment. There were some safety issues highlighted at the time of the inspection, some of which were addressed straight away.

Risk assessments, policies and procedures are in place but these are sometimes inconsistent with day to day practice or lack detail. The staff's awareness of good hygiene procedures with regard to nappy changing, in addition to knowledge of good practice guidelines for sleeping babies, should be improved.

The group maintain a positive partnership with parents. Parents evenings are arranged, and parents receive regular newsletters and information about early years issues. Parents receive daily verbal feedback about their child's development, with written diaries for the younger children.

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

Not applicable, as this is the first inspection.

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

- Children are cared for in a friendly, caring and interesting environment. Staff are warm and welcoming and are aware of the children's individual needs and personalities.
- Staff are involved with the children and support them well in their play and learning. They encourage independence skills, self-esteem and confidence in an age appropriate manner.
- Staff have worked hard at providing a stimulating and colourful environment for the children and are committed to developing the range of resources and toys on an on-going basis.

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

- policies and procedures to ensure that they are in line with current good practice guidelines, contain sufficient detail and work in practice
- the staff's awareness of good practice guidelines with regard to sleeping babies, in addition to the age-appropriateness of certain items which may pose a safety risk
- staffing ratios, so that minimum adult to child ratios are maintained consistently
- the staff's knowledge of the nappy changing policy, so that good practice guidelines are adhered to
- the organisation of the space and resources so that children can play and learn effectively
- access to toys encouraging equality of opportunity

- the storage arrangements for hazardous waste.

### 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	Implement good practice guidelines with regard to sleeping babies and ensure all staff adhere to the policy of the setting.	27/11/2003
6	Ensure that hazardous items are inaccessible to children.	27/11/2003

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

Std	Recommendation
2	Update the lost child procedure so that it contains more detail about what staff would do if a child were lost from the setting.
2	Make sure that adult to child ratios consistently meet minimum requirements.
5	Continue to develop a suitable range of toys and activities and organise the space available, in order to meet the developmental needs of the children, especially for children aged two years to five years.
7	Seek advice on the appropriate storage of soiled nappies and hazardous waste and act on any advice given.
7	Request written permission from parents for seeking emergency medical advice or treatment.
7	Ensure good hygiene practices are in place regarding nappy changing and ensure all staff adhere to the procedure.
9	Ensure that children have an appropriate range of activities and resources that promote positive images of culture, ethnicity, gender and disability.

14	Update and review policies and procedures to ensure that they work in practice and ensure that all staff are aware of them.
14	Make sure that the complaints policy details Ofsted as the regulator, including contact details.

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

### **How effective is the nursery education?**

The effectiveness of the education is generally good. Children aged three and four are making generally good progress towards the early learning goals. The children participate in a variety of opportunities and activities, although they do not always have sufficient opportunities to engage in role play, access everyday technology or develop their writing, mathematical and physical skills as well as they could. Staff maintain positive professional links with parents and other professionals and the keyworker system works well to support the children within the setting.

The teaching is generally good. Staff access regular training and have a developing understanding of the Foundation Stage. They are involved in developing written plans which include evaluations and are beginning to focus on specific aims for three and four year olds. The keyworker system enables staff to focus on individual children's needs within planning. The staff are committed to providing the children with a range of learning opportunities, but the organisation of space and resources does not always allow the children to extend their play and learning.

The leadership and management of the setting is generally good. There are procedures for deputising and staff are aware of their roles and responsibilities, which encourages smooth running of the daily routine, although the Children Act Inspection highlighted some inconsistencies with policies and practice. Staff meetings are held regularly.

The partnership with parents is generally good. The setting provides the parents with information about their child's progress on a regular basis, in the form of a parents evening. Information from parents is obtained prior to children starting and details about the nursery and early years issues are regularly available after being given initially in the form of a welcome pack. Again, there were some inconsistencies within policies.

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

- Children are happy, confident and interested to learn and are making generally good progress towards the early learning goals.
- Staff provide a colourful, stimulating and interesting environment for the children and support the children well in their play and learning. They question them and are aware of individual stages of development.
- Structured activities are age-appropriate and challenge the children, enabling them to explore and extend their learning.
- Staff and management work well together as a team and are aware of their individual roles and responsibilities.

**What needs to be improved?**

- Use of space and resources so that children can develop and extend their learning in all of the early learning goal areas within free play.
- Children's independence, particularly at meal and snack times.
- Opportunities for children to develop and extend their experiences in role play/imaginary play and use everyday technology/programmable toys.
- The use of observations so that they inform planning, in addition to the use of the plans to highlight aims and objectives for three and four year olds.

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

Not applicable, as this is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Three and four year olds are making generally good progress in personal, social and emotional development. They are becoming confident and are interested to learn, accessing a variety of opportunities provided by staff. Children are developing their self confidence and self esteem but their independence could be further supported. Children are beginning to understand what is right and wrong and are developing an awareness that people have different views, needs, cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. They speak confidently, listen and respond in a range of situations. They play imaginatively, expressing their thoughts and feelings in role play, although they have limited opportunities to develop this in free play. Children are beginning to recognise familiar letters within simple words or sentences and some can write their own names. Better use could be made of the book corner.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children aged three are making generally good progress in mathematical development. They have access to numbers in a variety of formats and use numbers in familiar contexts. Children can count confidently to ten. They are accessing activities where they can learn about space, shape, measuring and are beginning to understand the concept of more or less. Opportunities for the children to extend their learning in free play could be improved.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Three and four year olds are making generally good progress in this area. They use the wide range of equipment and resources provided by staff, although they don't always have opportunities to extend their learning. Children are beginning to use construction toys with meaning, selecting equipment. The children have limited opportunities to use everyday technology in free play. They talk about events in their lives and are developing a sense of time and place.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in physical development. Staff provide a variety of activities and resources that help the children progress. Children run, walk and climb, but have limited resources and opportunities to develop physical skills such as balancing and climbing. Three year olds use a range of materials, tools and equipment with increasing meaning and control. They are beginning to have an awareness of their own bodies.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are making generally good progress in creative development. They use their imagination within a variety of structured activities provided, although free play opportunities for role play/imaginary play extension are limited. They have access to a wide range of materials so that they can explore texture, form and shape. Three year olds are beginning to respond using their senses.

**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**

- Organise the space and resources so that the children have opportunities to further develop in all of the early learning goal areas, especially within free play.
- Encourage the children's independence skills, particularly at meal and snack times.
- Provide opportunities for children to develop and extend their experiences in role play/imaginary play and use everyday technology/programmable toys.
- Continue to develop observations to inform planning and the detail within planning so that aims and objectives for three and four year olds are highlighted.

*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.*