

Tiddlywinks Centre

Inspection report for early years provision

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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

Arbourthorne Tiddlywinks Nursery opened in April 2005 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 64 children. It is located in a single-storey building, in the Arbourthorne area of Sheffield, South Yorkshire. The nursery serves the local community and is situated and has links with the Sure Start Children's Centre. There is a secure outdoor play area available to the children. The nursery cares for children aged from three months to five years. There are currently 76 children on roll. The nursery is open weekdays, all-year-round from 8.00am and 6.00pm. They support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for nursery education and is part of a funding pilot for two-year-olds.

There are 13 staff members who work with the children, all of whom have early years qualifications. The nursery receives support from a local authority Early Years Foundation Stage consultant who is a qualified teacher. The nursery is managed by a voluntary management committee.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the nursery, make good progress in their learning and development and their welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs effectively met through recognising and supporting their uniqueness. Links with parents and the liaison with other providers are effective and help to ensure consistency in care and education. Extremely proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- support further a rounded approach to child development through planned, purposeful play by consolidating and expanding staff knowledge of providing a balance of child-initiated and adult-led play and within this make sure all activities provide challenge and stimulation
- extend partnership by developing further opportunities for children to be involved in learning activities with the children's centre and local community.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding children procedures, and staff have a good understanding of their responsibility in protecting children. Detailed risk assessments are carried out and all areas, equipment and resources are in good condition, clean and safe. All required policies, procedures and records are in place and carefully maintained. Efficient systems ensure staff are suitable for their role and are clear about their day-to-day responsibility. Required checks are completed and management are clear about ensuring the ongoing suitability of staff. Children's welfare is supported well as the staff complete and appropriately involve the children in established consistent hygiene and safety procedures.

Children's learning is successfully promoted as the staff are knowledgeable about the learning and development elements and welfare requirements of the Early Years Foundation Stage. All areas of learning are visited within the planning. Each child has an assessment file which details individual progress and children's next steps. This alongside children's interests, themes and events is used to inform planning. Child-initiated activities are offered, such as all children select activities from boxes and low shelves and they choose a weekly story and rhyme. Children confidently mix their own powder paint and independence is encouraged at meal/snack times. However, generally the concept of child-initiated and child-led activities is not fully implemented. Staff are not completely confident particularly relating to extending opportunities within planned activities, the adult role in supporting spontaneous play and evaluating progress using routine, spontaneous and day-to-day events. At the inspection, occasionally play becomes too robust as staff are not clear about their role when children lead activities. Some activities offer limited resources, such as the 'Post office' and a sticking activity. A sand tray does not contain enough sand to provide a worthwhile experience and only small paper is available for the easel. The outside environment is not fully utilised as free-flow access is based on routine.

Inclusive practice, equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to extremely well. Partnerships with parents and carers are very secure and each child's individual needs and culture is recognised, supported and celebrated. To ensure their welfare and learning needs are met staff gather valuable information from parents about each child. Parents have access to the group's policies, procedures and daily diaries. Workers are very sensitive to ensure all parents are confident with the nursery policies and written information they share. Their involvement is actively sought both informally verbally and by planned activities. Key workers meet with parents to share their child's achievements in a 'Celebration week'. Themed coffee mornings and open days enrich partnership with parents and enhance children's learning and well-being. For example, parents, children and staff enjoy a baking activity together and parents are encouraged be involved in learning through play. Each child receives a progress summary report and parents are invited to record their own observations of their child's progress at home which is then integrated into the nursery assessments.

Links with other services are proactive. There is effective two-way involvement with the local school. However, involvement with the children's centre and the community in activities with the children are limited. The management team are extremely passionate about developing all aspects of the setting. Children's learning and welfare is superbly promoted as there is a very strong proactive ethos to evaluate all aspects of the provision with the staff team continually reflecting on their practice. There is an extensive range of different evaluation systems used throughout the nursery with new ideas and systems trialled and evaluated. Staff are fully involved and their ideas implemented. For example, to improve consistency for children 'staff transition' enables all staff to be confident in each room. All recommendations from the last inspection have been positively addressed. Areas to develop are clearly recognised and changes are made in workable stages. Consequently the outcomes for the children are continually improved.

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

Children are very happy and settled at the group. Play is purposeful as staff give encouragement and ideas about activities. Children concentrate well, become involved in activities and confidently self-select and enjoy activities alone, in small groups or with an adult. Staff get children to think critically as they pose challenging questions. Interactions are very good and all children benefit from caring, warm staff. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives. They use sounds and sign language throughout the nursery to enable children of all ages to communicate.

Children are learning good social skills as staff consistently explain reasons for good behaviour and children are encouraged and do consider each other. A major focus of the nursery is to enable all children to grow as individuals; they are valued and respected with a high ethos of enhancing children's self-respect and esteem. A strong sense of self is promoted as staff use positive encouragement and praise. Children's personal achievements are celebrated by an 'I can do' achievement board, stickers and certificates. Throughout the setting there are multiple photographs and home-made albums to support children's self-worth and expand their learning about the world. These include a very wide variety of themes such as dual language albums with pictures and text, different faith and culture weddings, including staff weddings, family, friends and activity albums. Spontaneous events are responded to by staff. Children find water in the rim of a large tyre, supported by staff they explore the creatures they find in the water and plan how to remove the water by using different equipment such as buckets and spades. A small ball is used to investigate floating and sinking.

The learning environment overall effectively supports children's progress towards the early learning goals and children's learning is promoted throughout. All children have the opportunity to undertake a wide variety of creative activities and enjoy many free expression activities such as free painting, junk box building, small

world and role play. This includes, home-made resources and items, including water glitter bottles, foil and kitchen utensils. Interest and 'Treasure' boxes with natural items and objects which are hidden in shredded paper for babies to explore. Creative projects include national and international celebrations supported by role play, visitors and displays.

Technology skills are enhanced as children have use of computers and remote toys. All children have access to a variety of music resources and enjoy a weekly music session with a musician. Children learn about nature and the world around them as they visit museums, the local area, a city farm and library. They experience different transport as they ride on a tram and train. They grow and care for plants and vegetables in a garden area. Children harvest and eat the vegetables they have grown. All children including babies enjoy baking activities.

Children's welfare and safety is robustly supported. They feel safe in the nursery and with the staff as they confidently approach adults and respond positively to the established hygiene and safety routines. They learn about danger by themed activities such as road safety. To prevent cross-infection staff consistently use anti-bacterial gel hand wash and carefully dispose of tissues after wiping children's noses. They explain to the children the reason why they must wash their hands. Physical skills and confidence is enhanced as children undertake personal challenges and take risks safely on outside equipment. Throughout related activities and snack time staff talk to the children about healthy eating, self-care and promote good hygiene.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| 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 | 1 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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