

Tiddly Winks Nursery

Inspection report for early years provision

Unique reference number	122626
Inspection date	29/11/2010
Inspector	Chris Mackinnon

Setting address	Hooley Hall, Emlyn Road, Redhill, Surrey, RH1 6EW
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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

The nursery was first registered in 1986 and operates from a converted building in Redhill, Surrey. All children have access to a secure outdoor play area. The setting is open from 7.30am to 6.30pm on Mondays to Fridays for 51 weeks a year. The setting is registered on the early years register and on the voluntary and compulsory parts of the childcare register. Children aged up to 8 years may attend, with no more than 58 in the early years age group. The setting currently has 111 children on roll and all are in the early years age group. The setting supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language. The setting receives funding for nursery education. The staff team are trained, with many holding level three early years qualifications, or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is effectively organised, with an experienced staff team in place to provide consistently good childcare. Children enjoy an attractive and highly stimulating play environment, with an excellent range of play materials and resources to promote achievement. The nursery is highly successful in its provision of organised play activities and support for child-centred learning. Children have frequent opportunities for one-to-one teaching, and the assessment of children's learning progress is thorough and detailed. The nursery staff are confident and well organised in their partnerships with parents and other carers, and the setting makes effective use of self-evaluation, to promote improvement.

What steps need to be taken to improve provision further?

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

- develop the range of learning opportunities in the new covered outdoor play area

The effectiveness of leadership and management of the early years provision

The nursery is a well established childcare setting located in a converted church building. The organisation and management of the setting is consistent and effective and an excellent play and learning programme is provided. The staff team are all suitably qualified, and many staff have completed level three childcare training, or above. The nursery has a particularly well organised key person system in place to ensure children's progress is promoted. The setting's provision of one-to-one support for individual children is a significantly strong element within the

provision, and staff show considerable skills with planning and extending children's development. As part of the setting's effective leadership and management, the staff engaged an independent Education and Environment assessment. This report attests to the high quality of the setting's staff interactions, and children's ability to co-operate and work together while learning. The setting applies a consistent range of safeguarding measures, and the premises are effectively prepared to ensure children are kept safe and secure. Staff have a good awareness of child protection procedures, and clearly organised policies and guidance, is in place to support safeguarding practice.

One of the nursery's outstanding elements is the particularly high quality of the play and learning environment. The church hall has been successfully converted to provide a good range and variety of different sized play rooms and work areas. Younger children occupy the ground floor, and the older children have access to a particularly attractive range of interesting and varied play rooms on the first floor, and in the roof space. This provides children with many excellent opportunities for role play, den-making and imaginative play. A wide range of well chosen play resources and learning materials are also provided in each play area, and resources are carefully presented to provide consistent learning challenges. For example, a series of comfortable book and story-time areas are provided, in all the areas; to support children's interest in reading and the printed word. Many excellent resources are provided for messy play and tactile learning, and an extensive assembly and construction area is featured within the older children's section. The nursery also makes effective use of well organised outdoor play and learning, with a range of well prepared and secure play areas. The nursery has recently introduced a new outdoor covered 'classroom' area, and the development of more opportunities for outdoor learning within this new feature, is noted as the main area of improvement for the setting.

The setting is consistent in its support for individual children's development and progress across learning gaps. Staff in the youngest children's section, work well to encourage children's vocalising and communication. Throughout all the different ages, staff take care to ensure children are included and have opportunities for one-to-one contact. Staff are also experienced in working with children with English as an additional language, and staff work closely with outside agencies to effectively support individual children's learning needs. Children are provided with a consistent range of activities to encourage their awareness of diversity and peoples differences. A strong aspect of the play environment is the range of visual learning material provided, and this is well utilised to encourage children's understanding of the wider world. A series of well planned play projects and festivals throughout the year also helps children's awareness of other cultures.

The nursery has consistent partnerships and has established good links with a range of other settings. Several junior schools are located near to the nursery, and staff liaise closely with the teachers, and frequent exchange visits are made. Staff key persons, also take care to gather information on children's other care arrangements and family backgrounds. The nursery's partnership with parents is well organised. Parents have access to daily care books that go home with the children, which encourages parents to work closely with staff, and contribute to their children's development. The staff also make good use of starter information

and 'all about me' material to ensure children's learning stages are well known. The nursery has recently engaged in a series of initiatives to develop contact with parents. For example, the results of recent parent questionnaires prompted the improvement of the methods used to provide parents with information on the learning program.

The nursery shows confidence in its application of reflective practice. Staff in each of the age range sections effectively review and adapt resources, and assess how children use the play environment. Regular meetings are also used to evaluate the success of activities, and children's key staff successfully monitor individual children's progress and achievement. The nursery has an ongoing development plan, which is linked to the local early years cluster group, and senior staff have successfully completed the Ofsted self-evaluation document. The setting has identified a number of areas for development, particularly the widening of support for parents, and the expansion of children's outdoor play and learning. Since the last inspection the setting has successfully met all the recommendations made, with significant improvement in the quality of staff teaching and the organisation of assessment; which is now a strong element. Through consistent management reviews, policy audits and staff appraisals, the nursery maintains a sound commitment to improvement.

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

The nursery's organisation of children's learning development is highly effective, and is an outstanding feature of the provision. Staff take care to plan and generate a consistently stimulating and challenging range of play themes; which successfully helps children to explore the six areas of learning. The presentation of play resources is most effectively organised, with children's own ideas and interests well included. For example, children's fascination with outer space, has created a whole learning theme based on space exploration. The structure of the setting's planning is largely based on the needs of the different age range areas. Staff then provide focussed play sessions and initiatives to support specific areas of learning. For example, there is a current focus on sounds and exploring bubbles, within the younger children's section.

The organisation of teaching within the setting is of high quality. Children benefit greatly from their interactions with staff, and their learning is skilfully extended through the use of questions to promote active thinking. For example, staff continually prompt children about colours and counting, during their play. Staff are highly effective in responding to the children's own ideas and staff frequently take indoor play themes and continue them in the outdoor play areas. A significantly strong and consistent aspect of staff teaching is the highly effective use that is made of one-to-one learning, and the successful management of small group play and learning sessions.

The nursery also has a definite strength in the successful organisation of children's observation and assessment. Key staff focus closely on supporting individual

children, and much information is gathered to facilitate their achievement and ways forward with learning. Well detailed records are kept on each child, which successfully follows their development and learning progress. For example, a three way tracking system is in place which clearly marks and dates each child's point of attainment within the early learning goals. Much excellent use is made of photos, and descriptive notes are also provided to record children's achievement across the six areas of learning. By using detailed learning journeys, and combining this with consistent information from parents, the setting provides an excellent assessment system that fully supports progress, and clearly identifies children's next steps in learning.

Staff successfully help children to feel safe and well included within the nursery. Clear procedures are in place to keep children secure, and the setting has a well organised range of safety measures, including a full range of risk assessments, which have recently been reviewed. Daily checks are made of all the play areas, with close attention paid to outdoor safety. Children's healthy development is effectively supported, with meals and snacks prepared on site, and care is taken over the range of food choices available. Staff successfully encourage children's independence and understanding of good hygiene, with good support provided for hand washing and cleanliness. The promotion of children's physical development is successfully included in the nursery's play programme. Children have daily access to outdoor play and learning, where they can run, climb and learn balance. Children are encouraged to be physically expressive. For example, the older children enjoy a good range of music and movement activities, that are fun and challenging. Staff guide the actions, and children greatly enjoy dancing and pretending to be animals.

Children are successfully helped to make a positive contribution, and join in with the play and learning. Consistent one to one contact, allows staff to give close consideration to encouraging children's confidence, and staff effectively help children with sharing and turn taking. Children's personal and social skills are also successfully promoted through story telling, and learning about feelings. The planned play programme provides many good opportunities for group learning, and the promotion of positive relationships. Children co-operate well and often organise their own games and are able to play together.

The promotion of children's skills for future learning is excellent, and follows as a consequence of the high quality of the planned activities and close staff involvement. A consistent emphasis is placed on encouraging communication and language, and staff show good skills with supporting children's interest in books. For example, children in the younger area are able to choose books and sit with staff to explore pictures and learn the names of animals, and the noises they make. Story books are also successfully used for play ideas and generating activities. For example, a current learning theme has been developed around the story of the Gruffalo, and the older children use the outdoor area to play 'look for the Gruffalo' games. Support for children's numeracy and problem solving is also excellent. Younger children engage in counting and learning about shapes with staff, and the older children's area has a featured 'building zone', with access to a wide array of bricks, blocks and assembly items.

Children's creative development is successfully encouraged, and children use resources inventively to generate their own play ideas. For example, children create imaginary scenarios while playing with small world play sets. Home corner and play kitchen role play, also offers opportunities to be inventive, with staff asking questions to support children's creative thinking and descriptive language. Part of the older children's section has been taken over by an ongoing 'outer space' theme, and this serves as an excellent example of how children are successfully encouraged to develop their knowledge and understanding of the world. Children make rockets and space pictures for visual displays, and use a 'planet surface' play area, to combine space themed resources. Children also enjoy play projects that explore the physical properties of their surroundings, such as light and dark experiments, with lights and lamps in a darkened space. Children enjoy exploring and den-making with staff, and the setting's play environment, with its range of cosy corners and small separate play spaces, helps to promote a wide range of adventure and exploratory play ideas.

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

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

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	2
The effectiveness with which the setting deploys resources	1
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	2
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

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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