

Tiddly Winks

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

Tiddly Winks opened in 2001 and operates from a church hall. It is situated in Romford in the London borough of Havering. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 9.30am to 12 noon term time only, except Wednesdays when the opening times are 9.00am to 12 noon and 12 noon to 3.00pm. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for no more than 20 children under five years of age. There are currently 31 children aged two to under five years on roll. Children come from a wide catchment area. The nursery employs six members of staff. Of these five hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a stimulating environment where they can choose from a broad range of activities, toys and equipment each day. Staff know the children well and understand their individual care needs, likes and dislikes. However, daily routines do not always help children make sufficient progress. Documentation is not readily available and some required information is missing. The manager has identified that systems and routines need to be amended and is in the process of reviewing. Therefore, the group is likely to make the necessary progress and improve the outcomes for children successfully.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- put in place a risk assessment which identifies aspects of the environment which need to be checked on a regular basis; maintain a record of these particular aspects and when and by whom they have been checked. Review regularly at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register) 27/01/2011
- obtain written parental permission to the seeking of necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 27/01/2011

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

- make sure that the individual learning needs of all children are met at all times particularly during whole group activities
- plan appropriate play and learning experiences based on children's specific interests and needs. Use assessment to plan the next steps in a child's development and their individual progress on their learning journey towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff have a satisfactory knowledge and understanding of child protection. They are aware of their responsibility to report and follow up on any concerns they may have about the children in their care. Daily risk assessments are conducted but these consist of ticking boxes and do not identify potential hazards to users. Good arrangements for departure ensure children leave only with known adults. Children are suitably protected in an emergency as emergency evacuation is practised regularly. Staff deployment is satisfactory and ensures that children receive sufficient support at all times. At least two qualified first aiders are present each day to ensure children receive the best attention should they have an accident while at the group. However, prior parental consent has not been obtained to seek emergency medical advice or treatment which could cause a delay in an emergency. Most of the required policies and procedures are in place. However, some of the required documentation was not available for inspection.

The parents receive some information about the group at registration and are encouraged to stay with their child until they are fully settled. They are encouraged to comment on the provision provided through daily chats with the staff. They meet regularly with their child's key person to discuss their child's progress and share information on children's achievements at home. A strong emphasis is put on identifying children's achievements. Staff complete observations regularly and these are used to compile a record of children's progress so far. However, there is not sufficient attention given to the educational programmes. Planning is minimal therefore staff are not always aware of the learning opportunities from activities. There is little reference to the next steps on children's individual learning journeys across the six areas of learning. Therefore, opportunities are missed to progress children's specific learning needs and children are not making as much progress as they could. The management is very aware of the necessity to establish communication links, with other providers caring for the children, in delivering the Early Years Foundation Stage to ensure progression and continuity of learning and care needs. However, it has yet to receive replies from other providers on how this can be achieved.

Self-evaluation is in place and has identified some areas for improvement but reflective practice is not a routine factor in the group's provision therefore some weaknesses have not been identified.

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

Children play in a clean, warm, recently refurbish hall where they can move freely from one activity to another. Children settle easily and wait for their friends to arrive to share their games. A good balance of adult-led and child-initiated activities is achieved each day both inside and out in the small garden, weather permitting. Children's health is promoted successfully; they learn the importance of good personal hygiene. They receive healthy snacks of fruit and can choose water or milk to accompany the snack. More able children skilfully pour their own drinks and the less able, younger children are helped by the staff. Children's independence is encouraged and they use the toilet independently with the staff checking they can manage and ensuring they wash their hands. They enjoy physical exercise, musical movement and action rhymes as part of the regular group routines. Children excitedly ride bikes and scooters with skill and expertise. They roll out play dough and use small paint brushes with increasing skill. Children self-register in the morning, choosing their names from the table and placing them on the registration table. They build the track for the wooden train set and share resources as they make up their own stories using small world toys. Some children attempt to write their own names on their art work. Letter of the week is used well to introduce children to the sounds letters make.

Children learn about staying safe as they practise emergency evacuation regularly. They talk about road safety and understand the group rules. Behaviour is managed appropriately. Staff give clear explanations as to why certain behaviour is not acceptable and encourage children to play together. When children are finding this hard to accept they are taken away from the situation and sit on the staff's lap for reassurance and watch until they settle down and can join in again. At certain times of the day when children are all expected to sit together, some children find it difficult to concentrate. They get easily distracted and therefore start to display attention seeking behaviours. Children learn about different festivals and times of celebration as part of the group's day and some staff speak community languages which help children settle. Some books and resources reflect other aspects of diversity and equality but these are few in number.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 27/01/2011