

Tiddlywinks Nursery (Cannock) Ltd

Inspection report for early years provision

Unique reference number

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Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tiddlywinks Nursery (Cannock) Limited registered in 2010. It is privately owned and managed. The nursery operates from a property Cannock, Staffordshire. The facilities include baby and toddler rooms on the ground floor and a pre-school provision on the first floor. There is a secure, enclosed outdoor play area.

The nursery is registered to care for a maximum 49 children at any one time. Currently there are 34 children on roll in the early years age group. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language. The setting is open seven days a week all year round from 6am until 9pm. Children attend variable times and days.

There are nine members of staff employed to work directly with the children, of whom eight hold appropriate Level 3 Early Years Qualifications. Three members of staff are currently undertaking early years foundation degree level studies. The nursery also employs a cook. The provision is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Most children are making steady progress in their learning and development because staff they recognise each child's individuality. Most staff have a satisfactory knowledge of the Early Years Foundation Stage and recognise that children learn through play. Positive relationships are developing with parents to secure knowledge of children's individual routine needs. Most of the policies, procedures and permissions are clear to support the day-to-day organisation of the setting. Partnerships with other settings are beginning to develop satisfactorily to ensure continuity of development and care. Systems to monitor and evaluate practice are satisfactory which provides a sound basis to securing better outcomes for children and for continual improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well-being
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- develop evaluation systems to ensure that the quality of children's learning, development and care continues to improve
- support practitioners to plan and resource a challenging environment, where

- children's play can be supported and extended
- maintain the learning journey for all children to ensure progression towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded because staff have a sound knowledge of child protection issues. They have an adequate understanding of their role in safeguarding children and the procedures they must follow if they were to have a concern about a child in the nursery. They know of their responsibility to ensure that all people working directly with children or having contact with them are appropriately vetted. Children feel safe inside the setting because staff are vigilant with visitors and with security in and around the premises. Children are learning to keep themselves and others safe through activities such as regular emergency evacuation procedures. Most staff hold a current paediatric first aid certificate. These measures support children's general good health and well-being satisfactorily. There is a system in place for minimising hazards and assessing risks. However, not all hazards are fully assessed. For example, there is no risk assessment for installation of a new nappy change station or for some planned outings, visits or other eventualities. This has the potential to compromise children's safety.

There is a positive attitude toward diversity to ensure that children and their families feel welcome, safe and valued. Systems are developing sufficiently well to support children with learning needs and/or disabilities. Staff seek to offer equality of opportunity to all children and to promote an inclusive environment. For example, children have access to all the resources and all activities. Children have some planned opportunities to learn about themselves and others through activities and resources which reflect the world around them. For example, they celebrate different events and festivals. However, there is little in the environment to promote children's understanding of those who are both like them and different from them. For example, there are few visual resources such as posters, pictures or displays that represent diversity. This has an impact on children's learning.

Staff maintain sound relationships with children and their parents, extended family and carers. Parents are offered adequate information about the setting which includes a range of written policies, procedures and permissions. Parents share babies' and younger children's individual daily routine care needs with staff which in turn ensures their children receive a satisfactory level of support. Parents have access to a notice board, their child's daily diary and informal discussions take place regularly with the child's key person. Digital photographs capture planned learning activities in the nursery and are used in individual profiles to document children's development. The setting is beginning to foster useful partnerships with others who deliver the Early Years Foundation Stage to ensure continuity in children's care and education.

This is the setting's post-registration inspection and so the self-evaluation system is relatively new. The evaluation is not fully effective to ensure the quality of

children's care, learning and development is continuously improved. However there are firm plans in place to develop the outdoor space to promote physical and active play. The management team support and encourage staff training in such areas as safeguarding and first aid to improve practice. This demonstrates a positive outlook to continuous improvement.

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

Most staff have a satisfactory understanding of the Early Years Foundation Stage framework. They are not all involved in planning and this has an impact on children's progress. Staff have an awareness of activities children like and what games, toys and activities they are interested in to support their development. This helps children to make steady progress in their learning. Assessments are recorded occasionally and this helps to chart the children's achievements and the progress they make in the six areas of learning. However, not all children's individual learning journeys are monitored which in turn impacts on their potential to achieve.

Children settle quickly and respond well to the individual time and attention they receive. Babies have satisfactory opportunities to access sensory resources such as bright, colourful, noise making toys to investigate and explore. One-to-one attention provides very young children the encouragement to develop mobility and large skills such as sitting, crawling, standing and walking. Toddlers explore a broad range of resources, books and small world toys. Their language and communication skills are promoted adequately as most staff encourage them to join in with activities and to repeat words. However, some play activities are not supported effectively to offer challenges or to extend children's learning. This means there are missed opportunities to promote children's development and progress toward the early learning goals. Older children are lively and active during sessions in the sensory room, climbing in the boat and jumping out of it again. They also enjoy messy play in the sand and water tubs, painting and sticking and gluing activities. This reinforces their learning in a relaxed way.

Children are encouraged to develop skills for their future well-being as they learn to work together. They have adequate opportunities to access a range of battery operated resources and interactive toys. Some of their art work is displayed, which gives them a sense of belonging. Acceptable behaviour is reinforced through basic 'rules' which encourage younger children to share and older children to play together cooperatively. This helps children begin to consider the needs of others.

Appropriate hygiene practices help to minimise the risk of cross-infection in this setting. For example, children are learning about the importance of good personal hygiene when visiting the bathroom and younger ones are helped to have their hands wiped over before they begin eating. Babies have their daily routine needs adequately met and their own formula bottles are freshly made up as and when necessary. The menu provides a good range of healthy snacks and nutritional meals which are prepared and cooked each day. Drinking water is always readily available. Plans are in place to develop the outside play area to ensure children

benefit from regular physical outdoor activities. These measures help children to learn about healthy lifestyles.

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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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:	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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