

Tiddlywinks Day Nursery

Inspection report for early years provision

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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.

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Description of the setting

Tiddlywinks Day Nursery is one of three nurseries operated by Tiddlywinks Day Nursery Limited. The nursery opened in April 2007 and operates from three rooms within Higher Blackley Children's Centre. It is situated in a residential area of Blackley, North Manchester. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 70 children on roll. Of these, 17 children are in receipt of nursery education funding. The out of school club opens from 7.30am to 9am and 3.15pm to 6pm. There are 22 children in the out of school club, eight of whom are in the early years age range. During school holidays, the out of school club is open from 7.30am to 6pm. The nursery employs 22 members of staff, of whom 15 staff members hold appropriate early years qualifications (includes the managers, development worker and 12 nursery officers). The setting also employs four qualified play workers, one administrator, 1 qualified cook and 1 domestic member. The setting is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Excellent partnerships with parents, the Children's Centre and external services ensure that children receive the continuous support that they need to make progress. Children learn and develop in an inclusive, stimulating, caring environment which enables them to make good and in some cases outstanding progress. Rigorous self-evaluation ensures that areas for development are accurately identified and addressed. This results in a provision that is continuously improving to meet the needs of the children and their families. Recommendations from the previous inspection have been fully addressed.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- embedding the new tracking system to enable the setting to get a clearer picture of the progress of different groups of children.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures ensure that staff are thoroughly vetted to ensure that they are suitable to work with the children. Staff understand the procedures to be followed should they have concerns about a child. Annual risk assessments and daily health and safety checks ensure that the learning environment is safe. Monthly fire drills help children understand the procedures for safe evacuation of

the building.

The provider, management and staff are very passionate and provide a stimulating and caring learning environment for babies and young children. The manager leads an effective team of knowledgeable, committed staff who share the vision of providing the best care and learning opportunities for the children in their care. Regular staff meetings provide excellent opportunities to share ideas and reflect on practice. Staff appraisals, job chats and room observations provide continuous professional development which ensures that the vision is fulfilled. The ongoing self-evaluation process at all levels, enables the setting to build on its strengths and to identify areas for further improvements. The setting holds the 'Investors in people' status and is currently working towards the quality in play self-assurance scheme and a quality assurance framework with the local authority.

The setting is particularly well resourced with good quality age-appropriate resources which are accessible to all the children. High staff ratios mean that children are very well supervised at all times. Staff recognise the uniqueness of each child and provide an inclusive learning environment where babies and children flourish. Children learn about different cultures by celebrating various festivals. Staff have a good understanding of children's cultures and backgrounds. Children's medical and dietary needs are respected. Early intervention means that children receive the support that they need to make progress.

Excellent relationships with the Children's Centre and external services mean that children and babies receive the support that they need to enable them to make good and in some cases, outstanding progress. They have taken into account issues identified by the Children's Centre, such as, tooth decay and obesity and are addressing these within the setting. The setting supports other settings in the area by sharing good practice. Key carers take their children to visit their new schools to ease the transition process. Staff benefit from support from the Children's Centre teacher.

The setting maintains particularly good relationships with parents who report that they are very pleased with the provision. This is because they are kept well informed of the setting's activities through daily feedback, diaries for the babies, monthly calendar of events and newsletters. They say that the setting 'is fantastic', 'concerns are dealt with straight away' and 'staff are very supportive'. Parents gain an insight to their children's activities during the day through the television monitoring screen. Parents' views are obtained through 'Every Child Matters' questionnaires, parent's voice books and a suggestion box. Parents are encouraged to undertake home observations to contribute to their children's 'learning journeys'. The 'Stay and play' sessions help parents understand how to support their children's learning through play.

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

Children and babies are very settled, relaxed and happy in this highly stimulating, welcoming, and enabling environment. Children have free access to both the

indoor and outdoor learning environment which is challenging and exciting and allows children to take risks. Planning takes into account children's interests and enhancements are added each week to support children's interests. Children make good progress and exceed age related expectations in communication language and literacy, personal social and emotional development and creative development. They enjoy being with their key carers and learning together. Every child has a 'Learning Journey' file which includes records of observations and the next steps. There is also photographic evidence, home observations and evidence of mark making. A new tracking system has recently been introduced to track and monitor the progress of different groups of children. This is not yet fully embedded. Children's knowledge and understanding of the world is promoted through a range of first hand experiences and opportunities to investigate and explore their environment. For example, they are fascinated by wiggly worms they find in the garden.

Children and babies have formed strong and trusting relationships with their adults and feel very safe. The setting promotes 'National Safety Week' and children are taught how to play safely and keep themselves safe. The 'Sit Safe Sammy' resources are used to teach children about safety when travelling in a vehicle. They use tools and equipment safely. Wrist bands with emergency contact numbers and florescent jackets are worn on outings. The lollipop lady visits the setting to help children learn about road safety. Children enjoy fresh fruit and vegetables and fresh drinking water throughout the day. They make healthy choices from a range of healthy snacks and nutritious meals at lunch time. The spacious and well-equipped outdoors provides excellent opportunities for children to run around, crawl, swing, ride and climb, using large equipment. They have developed good hand washing routines and picture prompts remind them of how to wash and dry their hands, brush their teeth and flush the toilet after use. Children are encouraged to wipe their own noses and dispose of tissues appropriately.

Children and babies are very independent because the adults encourage them to do things for themselves. For example, they collect their own cup, plate and cutlery at snack time and lunch time. They are encouraged to butter their toast and spread jam and pour their own drinks with adult support if necessary. They serve up their own dinners, and put the plates away. The 'Friendship Island' provides excellent opportunities for children to bond and build relationships with their key carers. Children's efforts and achievements are celebrated and praised. Staff follow the 'Behave yourself' strategy which supports a positive ethos. Children make a positive contribution by looking after their guinea pigs.

Children and babies have excellent opportunities to develop their language and communication skills through meaningful interactions with their adults who model language very well. Sound lotto games, stories, rhymes, story sacks, writing to go boxes and range of mark making tools and resources support communication skills. They are beginning to link letters to sounds. Number rhymes, books and a range of equipment help develop children's problem-solving and numeracy skills. Children have access to a wide range of information and communication technology, such as, digital cameras, camcorders, programmable toys and calculators. Computer programs support all areas of learning. Push button toys help babies learn about

cause and effect. Well-resourced sensory areas and equipment in both rooms provide excellent opportunities for sensory play.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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