

# Tiddlywinks Day Nursery

Inspection report for early years provision

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**Unique reference number**

251804

**Inspection date**

21/03/2011

**Inspector**

Moira Oliver

**Setting address**

108 High Road, Trimley St. Mary, Felixstowe, Suffolk, IP11  
0SU

**Telephone number**

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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 Day Nursery opened in 1992 and occupies the ground floor of a private house in Trimley St Mary, near Felixstowe. It operates from three rooms, two on the ground floor of the house and a baby room in a building in the garden. There is a fully enclosed rear garden for outdoor play and there are four steps to access the premises. The nursery serves the local area. A maximum of 18 children may attend at any one time. The nursery is open each weekday from 8am till 6pm, 51 weeks of the year.

There are currently 42 children on roll, all within the early years age group. The nursery provides funded early education for three and four-year-olds. They support children with special educational needs and/or disabilities and children who are bilingual. The setting offers care to older children before school from 8am until 8.45am and after school from 3.10pm until 6pm. They are registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are six members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have fun and enjoy their time in the nursery, enabling them to make good progress in their learning and development. Children's welfare is generally promoted and they are safe and secure on the premises. Partnership with parents is good and trusting relationships are built as they are involved in their child's learning in the setting. The staff work hard as a dedicated team to develop practice and bring about necessary changes to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure appropriate action is taken when children are ill, this refers to accurately recording the time when medication is administered
- ensure that each child has their own bed linen to minimise the spread of infection
- review systems to ensure that individual needs of all children are always met, ensuring that schedules, routines and activities flow with the children's needs, with particular regard to the children's access of the rooms, outdoor play, snack and meal times
- develop further the use of observation and planning to consistently identify

children's next step in their development and clearly identify the learning intentions and outcomes in planned activities.

## **The effectiveness of leadership and management of the early years provision**

Children are protected from abuse and neglect due to the staff's sound knowledge of their roles and responsibilities in safeguarding children. Most of the staff have attended training and policies and procedures support their practice. Clear induction procedures ensure that the staff are qualified and suitable to work with children. Checks and references are carried out and all new staff are aware of the policies and procedures. Risk assessments take place and the buildings and garden are checked daily for any hazards. The premises are secure, ensuring children cannot leave them unsupervised and unauthorised persons cannot gain access. The staff work as an effective team, supporting each other and sharing tasks. For example, they take it in turns to plan and there are rotas for cleaning and cooking routines. They operate a key person system and staff build close links with their key children, helping them to settle. The nursery has made a good start in self-evaluation as they monitor the provision and have identified strengths and areas for development. Recommendations from the previous inspection have been addressed and the staff work closely with the local authority, accessing support and advice working hard to make improvements for the children. For example, welcome posters, pictures and notices showing a range of languages, cultures and families are displayed. The staff use toys and resources which reflect diversity to encourage discussions about similarity and difference and to promote understanding and acceptance for all.

The children access the toys and resources independently and interesting, stimulating activities are planned, following the children's interest. However, children move around the nursery as a group and have planned periods for using each room and for outdoor play. Children spend periods of time waiting for others to be ready before they can move to the next area and they do not have access to the full range of resources as some activities are only available in one room. Staff have identified that some children learn better when they are active and outdoors. However, on the day of the inspection they did not use the garden in the morning. Consequently, children who only attend before lunch do not have the opportunity, limiting their experiences and choice. Partnership with parents is a key strength. Parents speak very highly of the provision and many state that their children are progressing very well. They find the staff friendly and approachable and have regular opportunities to see their child's developmental records and to be involved in their learning within the setting. Parent views are encouraged through questionnaires and suggestion books. They receive verbal feedback daily and diaries are kept on the babies informing them of food and sleep details. Parents are invited to open evenings to chat further with their child's key person and to add their own comments to their 'learning journeys'. The staff communicate with other early years settings that the children attend and work with other agencies to ensure that children's individual needs are met.

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

Children are happy and confident as they independently access the toys and resources from low-level storage baskets. They make good relationships with the staff and strong friendships have developed between the children. Albums containing photographs of the babies' family members are successful in supporting them to settle more easily and gain a sense of belonging. Children are encouraged to feed themselves at meal times and older ones manage their coats and shoes when coming in from outside. Children's communication skills are well promoted as they chat about what they are doing and staff ask open-ended questions encouraging them to think for themselves. Babies make patterns in sand, paint and gloop and there are many opportunities to use crayons, pencils and chalk on paper or outside on a large board. Older children are keen to write their names as well as the names of other children and are proud to demonstrate as they sound out the letters. They are developing a love of books and enthusiastically retell a favourite story as they go through the book turning one page at a time.

Children enjoy counting and use the numbers displayed in the garden and in books, telling staff the ones they recognise. They use cubes to clip together, counting them and copying patterns from laminated sheets. Babies enjoy number rhymes and learn about parts of their bodies as they point to their nose, eyes and feet. They explore the seasons as they play in the snow and watch flowers and leaves shooting in the spring. They take part in growing fruit and vegetables and learn to take care of them as they water them. Children have opportunities to use a lap-top and operate a mouse to move around the screen. They develop a good understanding of the wider world and are equipped with the skills they need to secure future learning. Children express themselves and explore a range of textures. Babies love their treasure baskets and spend engrossed periods of time sorting through, feeling the objects with their hands and mouths. They enjoy being sung to and older children enthusiastically sing along during group times, copying the actions and many know all the words to favourite songs. Children use their imaginations as they dress-up as fairies and roar like lions as they chase each other. Physical development is promoted well and children have a range of climbing frames to use depending on their abilities. They scoot and pedal bikes and cars around and older children can use the swing themselves, pushing out their legs as they get higher. Babies shuffle along on their bottoms or crawl as they access the toys. They use the staff, equipment and furniture to pull themselves up to standing and move along, taking steps.

Staff make regular observations, recording children's interests and achievements. These are used effectively to plan a range of motivating and varied play experiences for all children. Next steps are used to inform planning, however, they are not consistently recorded in the child's learning journeys to show progression and inform parents. Planning sheets are not clear or detailed to ensure that other staff carrying them out are aware of the learning intentions. Children's good health and welfare is generally promoted. They receive regular meals and snacks and the older children are involved in deciding some menus. Staff are very aware of any allergies, intolerances and preferences and happily respond to requests. For

example, a child asked for gravy on their sausages and a member of staff promptly went and made some, meeting their individual needs. Procedures are in place to support staff to administer medication appropriately and parental permissions are requested in advance. However, on one occasion, the time of medication administered was not recorded accurately which could result in children being given their next dose too early, compromising their health. Children in the main room who rest in the daytime sleep directly on cushions and do not have their own linen. In the baby room the sheets are washed regularly and appear clean, however, children share the same linen which potentially promotes the spread of infection.

Children generally behave well. They are polite and respond saying 'thank you' unprompted when given meals or snacks. They are encouraged to share the resources and to take turns. Effective strategies are used to encourage children to manage their own behaviour and the staff treat them with kindness and respect, providing positive role models.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
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	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