

Tiddlywinks

Inspection report for early years provision

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29/03/2011

Inspector

Sue Rogers

Setting address

Stradbroke Primary School, Queen Street, Stradbroke, EYE,
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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).

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Description of the setting

Tiddlywinks registered in 2010. It is one of two settings run by a private company called Havers Development Ltd. It operates from a single storey building in the grounds of Stradbroke Primary School in Stradbroke, Suffolk. The setting serves the local area.

The setting is open Monday to Friday during school term time. Sessions are from 9am until 1pm. Children attend for a variety of sessions. A maximum of 24 children aged between two and five years may attend at any one time. Currently, there are 16 children on roll, all of whom are in the early years age group. The setting receives funding for early education places. It is registered by Ofsted on the Early Years Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are three members of staff who work with the children, all of whom hold appropriate early years qualifications. Of these, one member of staff holds a qualification at level 5, one holds a qualification at level 4 and one member of staff holds a qualification at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as they are cared for by knowledgeable and dedicated staff. Children who have special educational needs and/or disabilities are well supported by staff, who monitor their progress to ensure activities meet their individual needs. Most documentation, policies and procedures are in place and regularly reviewed and effective in protecting children's welfare. Links with other agencies are successfully established and parents are kept well informed of their child's progress. The setting's self-evaluation system is developing well and identifies strengths and areas for improvement, ensuring the setting has a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that information regarding who has legal contact and parental responsibility for each child is obtained. (Safeguarding and promoting children's welfare)
- 30/04/2011

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

- develop further the system for self-evaluation to identify areas for improvement and assess how well the setting promotes children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have completed child protection training and are confident of the referral process should they have concerns about a child in their care. All adults are suitably vetted and qualified to look after children. Policies and procedures are mostly effective in protecting children's welfare and are regularly reviewed. However, the setting has not obtained information from parents about who has legal contact and parental responsibility for each child, so this requirement is not met. The premises are welcoming and staff adjust the environment to meet the needs of all the children that attend. Thorough risk assessments are regularly completed and include daily check lists of the premises. Children are encouraged to assess their own safety as they play and to consider the needs of others. A varied range of toys and equipment are suitable and safe for the needs of the children that attend. Staff supervise the children very well and are highly qualified for their roles. They are very skilled at supporting children with special educational needs and/or disabilities. They observe their needs carefully, seek out training opportunities to enhance their knowledge and adapt activities to ensure that all children are fully included.

Staff are well supported in their role through regular appraisals. Their skills are carefully monitored and they are encouraged to further their professional development through training opportunities. Staff engage in self-evaluation to measure the effectiveness of the setting. They consider the views of parents in this process and have compiled a parental questionnaire. Staff also value input from children and other agencies when identifying areas for improvement. However, staff have not yet fully identified the setting's main strengths and weaknesses, or fully assessed the impact of their work on children's outcomes. A well organised staff team provides children with good support, enabling them to develop and grow in confidence. A variety of cultures and traditions are acknowledged and celebrated sensitively in order to foster positive attitudes to equality and diversity among all children.

Staff have effective strategies in place to ensure that children with special educational needs and/or disabilities and children who speak English as an additional language experience positive learning opportunities. Staff are confident when working with other agencies, and have established effective links with a range of other settings that enable them to support children well. Children's transitions as they move into mainstream school are well protected as staff work closely with school staff to promote their continuity of care. Relationships with parents are strong as they freely access their child's development records and receive frequent feedback from staff regarding their child's progress. Regular newsletters and an informative parents' notice board provide further information for parents about the setting and additional agencies. Parents are welcomed into this warm and inclusive setting, where their views are valued. They comment

positively on the staff's support, and show great confidence in the care that their children receive.

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

Children progress well and achieve positive outcomes in this spacious and stimulating setting. Their learning profiles are well documented and staff plan effectively for the next steps in their development. Planning refers to individual children's preferences and is adapted so that their needs are met successfully. Parents are kept well informed of their children's progress, as staff provide them with annotated photographs and evaluative summaries.

Children's independence is promoted well as they form friendships with each other. They are kind and considerate and include others in their play. Children show good levels of behaviour by eagerly take responsibility for the organisation of snack times. They calculate how many plates are needed and match the colours of cups to plates. They develop good problem solving skills by discussing how many children should sit at each table. Children demonstrate that they feel very safe through the positive relationships between themselves and staff. They are keen to involve staff in their imagined play scenarios and chat freely and happily to them. They move around sensibly and safely and listen well to staff.

Children enjoy nutritious snacks of fresh fruit and vegetables each day, which help them to understand the reasons behind healthy eating. They pour their own drinks of water and milk during snack time and water is readily available throughout the sessions. Children extend their number skills well throughout the sessions in a range of practical activities. Staff further children's numeracy levels by encouraging them to count people and objects during activities.

Children recognise their names and those of their friends and enjoy story time. They speak very confidently, ask questions and share their ideas. The frequent use of text throughout the setting and children's easy access to books further promotes their communication skills. Children confidently lead their own play and explore their creative ideas as they role play imagined scenarios. They use technology well as they take photographs of their play activities and show a good awareness of how to operate a computer. Resources in the local community are used well to promote children's appreciation of the world around them, and children visit local fields to search for insects, animals and plant life. Overall, they are successfully learning good skills which will help them in their future learning.

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	2
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	2
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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