

# Tiddlywinks Two Ltd

Inspection report for early years provision

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**Unique reference number** EY418402  
**Inspection date** 19/04/2011  
**Inspector** Beverley Blackburn

**Setting address** c/o Community Children's Centre, Fitzmaurice Primary  
School site, Frome Road, Bridford-On -Avon, Wiltshire,  
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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

Nursery is a private setting. It opened within the Bradford -On- Avon Children Centre, on the site of Fitzmaurice Primary School in 2009. It was sold to the current owner and re-registered in September 2010. The owner owns two other full-day care nurseries in Wiltshire. Children have access to three rooms which includes a baby room. There is an enclosed garden, offering grass and patio area.

The nursery is registered to care for 38 children aged under eight years, at any one time. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 93 children on roll. The nursery provides funded early education for two, three- and four-year-olds. The nursery opens Monday to Friday from 8am to 6pm. The nursery welcomes children with special educational needs and /or disabilities and those who speak English as an additional language.

There are 12 members of staff who work directly with children. All hold or are working towards level 3 early years qualifications and one is working towards a Foundation Degree in Childcare Studies. The manager has an Honours Degree and Early Years Professional Status. The nursery also receives support from an advisory teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is safe and secure for children due to a robust system of risk assessment and supervision. The nursery environment is mostly warm and welcoming. Children are making good progress in their learning and development, accessing a broad range of indoor and outdoor activities; some children have free access to the indoor and outdoor areas. Children and their families have good relationships with the staff who are friendly and approachable and ensure that all children are fully included. The staff work in close partnership with the parents to meet the individual needs of all the children. The quality of the nursery is well monitored through an effective self-evaluation system, identifying their strengths and areas for improvements to enhance the provision and improve outcomes for children. Staff demonstrate team spirit and a good capability 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:

- enhance the space and environment for the very young children in order to provide a more stimulating and inviting area for them to play and learn
- improve planning for free-flow play between indoor and outdoor areas so that all children benefit from such opportunities.

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

The staff take a professional approach to their role in safeguarding children. They have all recently updated their knowledge by attending in-house, safeguarding children training and demonstrate a good awareness of safeguarding issues. Children are cared for in a nursery environment that is safe and secure due to an effective risk assessment process. The manager makes sure the required suitability checks for adults working directly with children are carried out, and that children are always appropriately supervised. As a result the arrangements for safeguarding children are robust. The nursery staff have a strong commitment to ensuring all information, such as policies and procedures, which underpins the safe management of the provision, is shared with the parents.

Staff support every child to make certain that their individual needs are met and that no child is disadvantaged. Children are helped to embrace differences of cultures and religions and to get a better understanding of the wider world through well planned activities, for example, the celebration of festivals, such as Chinese New Year and Easter. There is a very good range of resources that reflect positive images of diversity, such as dressing up clothes, books, musical instruments and posters, including a welcome poster in different languages. The nursery actively and effectively promotes equality and diversity; children are taught to respect their friends and others that are different to themselves. The staff have a good knowledge of each child's background and their needs. Staff provide good support to children who have special educational needs and /or disabilities. The nursery staff recognise the importance of effective partnership working. They have strong links with the children's centre, professionals involved in children's care and local schools. They have started to work with other pre-school settings some children attend, so as to ensure continuity of care and also to ensure they enhance the early years experiences children get elsewhere..

Children benefit from using a wide range of resources which are utilised well to produce a well planned and interesting environment. Resources, both indoors and outdoors, are used effectively to achieve the planned goals in the children's learning and development. Older children are able to choose whether to play indoors or outdoors but this arrangement has not been considered for younger children who tend to go out only at planned times. The staff are deployed well ensuring that the children's learning and care needs are well met .

The nursery self-evaluation procedure is effective in raising standards and forms the basis of a clear vision for the nursery's future. Staff identify aspects for improvement accurately. For example, current forward-planning includes the need to continue to develop the planning across the nursery and to further develop the baby room to make it a welcoming care and learning environment. The owner is

confident about what the nursery needs to do to improve further and have been successful in making and sustaining improvements to the provision to improve outcomes for children.

The staff have good relationships with the parents, which is continuously developing. All work very well together enabling effective two-way communication which greatly benefits the children. Information is shared in a variety of ways such as newsletters, notice board, the babies' 'home books', parents' meetings to discuss their child's progress and daily verbal feedback. The nursery encourages the involvement of the parents by inviting them to become parent helpers. The information gathered about each child is comprehensive, significantly enhancing the continuity of both their care and learning. From discussion with the parents they are very happy with the care and education their children are receiving. They find the staff friendly, supportive and approachable.

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

The children's learning is well supported through the provision of a wide range of toys and resources and well planned activities. There is a good balance of adult-led and child-initiated activities. As a result children are making good progress in their learning and development and respond to challenges with enthusiasm. Children enjoy a variety of interesting activities both indoors and outdoors, including playing in the wild area, where they can enjoy the willow tunnel and the wigwam village or the sensory garden. Children also have very good opportunities to develop their physical skills, through exercises such as running and kicking balls, riding on tricycles and scooters. They have the opportunity to use the school hall, where they continue to be involved in developing their physical skills as they engage in music and movement, and utilise the space, showing their understanding of how to behave in ways that are safe for themselves and others. Children enjoy activities such as cooking which help them to develop their understanding of problem solving, reasoning and numeracy, as they learn about the quantity of ingredients required and weigh them out. Children enjoy playing with construction toys, sand and water, pasta and rice, where they are able to experience the different textures. They show enthusiasm and enjoyment as they happily take part in planned creative activities, for example, making Easter baskets for the Easter egg hunt. Children also like to grow runner beans, potatoes and tomatoes in the vegetable garden and use the produce for their lunches. Children look at books and listen attentively at story time. This helps to build their concentration and their interest in reading. Children enjoy the experience of using early writing materials, art and craft resources to create using their own ideas. They use their imagination as they take part in role-play activities and play with small world toys. Children are developing their communication skills well because staff spend time talking to them and use effective open-ended questioning during play to help children think critically, such as, 'what do you think is going to happen next?' Children are encouraged to ask questions and develop their confidence in participating in conversations. Children are learning about the wider society through using a good range of resources that promote diversity.

Most of the children's play rooms are welcoming and organised very well to meet the needs of all the children. However, the baby room is one of the rooms identified by staff for further development; to make it less clinical and more inviting and stimulating for younger children. All toys and resources are easily accessible to the children. Free-flow planning is effective in some groups and children are able to choose between indoor and outdoor activities. However, all children do not benefit from this arrangement as it is not operated across the whole nursery.

Babies seem happy and contented and confident to explore their surroundings; they are happy to play by themselves, with the assurance that a familiar adult is around. They have a good range of toys and equipment in easy reach that they like to investigate using their senses, for example, the feeling of textures and materials. Staff carry out regular observations and assessments on each baby and plan activities according to their age and stage of their development. The next steps for their development are identified and appropriately planned for. A 'learning journey' is available, with photographic evidence of babies participating in range of activities, to share with parents. Suitable equipment such as highchairs and cots are available to ensure children can eat and sleep comfortably.

The older children's progress is regularly monitored through observations which are recorded in each child's 'learning journey'. All activities are linked well to the six areas of learning, any gaps are identified and through the observations the next steps are planned for each child's further learning and development. Parents are encouraged to be involved in their child's learning and sharing of their child's progress records helps them to gain an understanding of how children learn through play and about the Early Years Foundation Stage.

Children are learning to take turns and share. They are able to select and use resources independently, successfully building their confidence and self-esteem. There are good strategies in place to manage children's behaviour according their age and stage of development. The staff ensure they use a positive approach giving lots of praise and encouragement.

Children's healthy lifestyle is well supported. They are provided with healthy snacks and meals and learn about healthy eating and the benefits to their bodies. Children are helped to manage their own personal hygiene with good support from the staff. Staff are aware of the children's dietary needs and work with the parents to ensure children are provided with snacks or lunches that are healthy and nutritious. Children are helped to understand how to keep themselves safe through the frequent practise of the evacuation procedures, and learn the importance of being safe indoor and outdoors. Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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