

Tiddlywinks Out Of School Club

Inspection report for early years provision

Unique reference number EY410883
Inspection date 12/07/2011
Inspector Anne Drinkwater

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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 Out of School and Holiday Care Club is managed by a limited company and was registered in 2010. It operates from St Clare's Roman Catholic Primary School in the Blackley area of Greater Manchester. The group operates from the school hall, with access to an outdoor play area. The group serves the local community and has procedures in place to support children with special educational needs and/or disabilities, or who speak English as an additional language.

A maximum of 40 children may attend the setting at any one time. There are currently eight children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs a manager and five members of childcare staff. Of these, the majority hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children make good progress in their individual learning and development as staff members ensure they have up-to-date knowledge of the individual needs of children in their care. The staff take very effective steps to improve outcomes for children, which promotes and supports every child's uniqueness. There are excellent systems for monitoring, staff development and self-evaluation in place, which ensures the capacity to maintain continuous improvement in this newly registered provision is exceptional.

What steps need to be taken to improve provision further?

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

- enhance systems for linking with other providers of Early Years Foundation Stage to compliment childrens learning needs and incorporate their next steps in planning to provide challenging experiences
- ensure all the required details of staff are available for inspection at all times
- review the risk assessment for the premises so that it more clearly identifies aspects of the environment that children come in contact with in order to minimise all hazards and ensure the safety of children.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are a high priority in this setting and all staff attend training to ensure they are aware of the procedures and their duty to protect

children. A very effective appraisal system identifies individual training and development needs of staff, which means staff have regular opportunities to take further training. As a result, staff members are equipped with up-to-date knowledge to support and include all children. In addition, procedures are in place to ensure all staff are suitable to work with children and staff files are very comprehensive and with one exception, all details are available on site. With the implementation of daily checks and the annual risk assessments, in the main most potential hazards are highlighted, however the risk assessments, although comprehensive do not contain all potential hazards. The management and staff have developed very effective monthly evaluation systems to inform their online self-evaluation and to monitor how their systems and daily routines are working and if they are meeting the needs of all the parents and children in their care. The achievement of an 'Investors in People Award' highlights the exceptional support from the management, the additional time, training and resources that are invested to ensure the continued success of the club.

Professional development is important to the management and staff, many of whom are embarking on a recognised qualification. The deployment, strengths and skills of the staff makes sure children benefit from their expertise. Staff are consistent in helping children make the right choices and to work and play together as a great team. The children play and learn with the support of well-deployed and caring staff members who take every opportunity to promote children's independence, free movement and use of stimulating resources both indoors and outdoors. Play workers are patient and skilful in involving themselves in children's play but not losing sight of their responsibility towards the children.

The partnership with parents and carers is outstanding. Parents are fully informed and involved in every way about the development of the provision and their child's time at the club. They receive comprehensive information about their child's progress and are able to contribute to their children's education as they take part in the educational programme. A suggestion box offers parents the opportunity to make suggestions anonymously and parent evenings are organised which enables parents to be fully included and proactive in supporting their children's learning at home. Many opportunities to be involved in their child's learning and the development of the club are offered to accommodate all parents. They appreciate all the hard work the staff do to ensure their children are happy, safe and enjoying themselves until they can be collected. As one parent said, 'this is a brilliant continuation of the nursery my child attended, he just loves it here and is upset when he does not attend.

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

Children of all ages feel safe and secure; they are confident, relaxed and free in their play with each other. Their involvement in planning and the club ground rules ensure that each child is recognised as a valuable contributor. Staff value their

ideas and listen carefully to their suggestions and their decisions are posted up on the display board. This helps to build future life skills. The mixed gender of staff ensure positive role models and both boys and girls have equal access to activities and resources to ensure they are fully involved. They share equipment fairly and display patience by waiting their turn when playing games. They behave very well; treat each other with kindness, respect and courtesy. Children know what is expected of them because the staff are good role models for the children to follow.

The setting has access to the school's playground so children can engage in daily physical outdoor play. Most activities are child-led and ensure their interests are being met and key people liaise with the class teachers on occasion who share information about the children. However, planning to include any identified next steps from other providers of the Early Years Foundation requires further input to ensure that the early years children continue to develop and achieve. The setting ensures that the children's chosen activities are promoted which allows children to be independent, imaginative and very active in their own learning and make good progress particularly in their personal, social and emotional development. They understand that people are different, and are accepting and supportive of children who are different from themselves. Children make a positive contribution to the community as they participate in sponsored events. Children become confident speakers as they engage in conversations with each other and the staff. They use a wide range of mark making equipment, such as, pens, stencils and paints, which encourage their creative development. Staff are content at being directed by the children, for example when they are asked to be hairdressing models the above average staff ratios allow them to spend time with individual children.

Children have a good understanding of keeping themselves healthy. They know that exercise is good for them, and enjoy their time outdoors being active and energetic. They learn about personal hygiene and wash their hands before food, after outdoor play and after using the toilet. In addition, anti-bacterial sanitizers help prevent the spread of infection. Children waste no time in their busy work cycle as they are efficient at serving themselves. They are beginning to understand the connection between healthy eating and a healthy lifestyle. Snack time is a great social time and children exercise their responsibility of choice when deciding what to eat from the selection of hot snacks and fruits. Water is always available to them. Children are happy, contented and love to try out all the activities that they have helped to plan. They are courteous to visitors and thank the staff when their parents come to take them home.

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	1
The effectiveness with which the setting deploys resources	1
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	1

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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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