

Tiddlywinks Pre School (Bessacarr) Ltd

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

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Description of the setting

Tiddlywinks Pre School (Bessacarr) Ltd opened in 1972 and re-registered in 2010. It operates from a refurbished building in the village of Bessecarr, on the outskirts of Doncaster. The pre-school is managed by 2 managers and has none executive directors who provide governance to the Ltd company and incorporated charity. The children access the whole of the building, excluding the office and kitchen. There is secure outdoor play area. Access to the premises is via small steps to the front of the building.

The pre-school is registered on the Early Years Register. A maximum of 32 children may attend the pre-school at any one time. There are currently 43 children aged from two to under five years on roll, of whom 29 receive nursery education funding. Children attend for a variety of sessions. The pre-school opens from 8am to 6pm Monday to Friday, during term time only. A team of seven staff are employed to work with the children on a full and part-time basis. All staff hold appropriate early years qualifications. The setting receives support from a consultant from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A very inclusive approach ensures that the learning environment and resources provide imaginative challenge to stretch each child's learning, play and exploration. Children are happy, confident and settled at the setting. They make good progress in their learning and development. Strong links with parents further enhance inclusive practice and the relationship with other professionals is very positive. Self-evaluation is beginning to be used to identify further improvements across all areas of the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop further the use of self-evaluation to show how the impact of practise is analysed and evaluated.
- make more effective use of the outdoors to explore the six areas of learning to extend children's own play and learning.

The effectiveness of leadership and management of the early years provision

The first priority for all staff is the safety of children. They are vigilant, fully aware of the signs and symptoms of abuse and know the correct procedures to follow should they have concerns about a child. Staff carefully record any minor bumps and bruises suffered by the children, and parents are kept properly informed. Staff

routinely assess health and safety risks and use comprehensive risk assessment records to effectively monitor any action required. Robust systems are in place to record the details of any visitors, including the purpose of their visit. Rigorous recruitment and vetting procedures and continued professional development support the high motivation of staff. This ensures that children are cared for safely by enthusiastic and valued adults. Furniture and equipment is of very good quality and the highly effective deployment of staff ensures children achieve their planned goals in learning and development. The whole ethos of the setting is one of warmth and is very welcoming. Staff ensure children have a strong sense of belonging, helping them to feel settled and secure. Staff are skilled in taking positive steps to identify gaps in children's achievements. They plan rigorously around children next steps and differentiate between children's learning in their planning for group activities. Each child is seen as unique and the strong link to their key worker ensures they have a special person they can relate to. Continual development and review of documents and practice demonstrate the provider's commitment to ensure inclusion is at the heart of the setting. There is a very clear set of inclusive values and a 'can do' attitude that are owned by everyone who works and uses the setting. Therefore, the outcomes for children's learning is positive.

Parents praise the setting highly and feel very well informed about their child's progress. Photographs, wonderful wall displays and how the setting is presented each day, gives them good insight into activities their children access. From the outset staff work in complete partnership with parents and ensure that a personal welcome is given to everyone entering the building. Exchange of information is clearly two-way and ongoing. As a result, parents feel they do have a voice and play a vital role in their children's care and development and that their views are important. The staff are proactively developing relationships with other professionals and providers delivering the Early Years Foundation Stage. This further enhances children's progression and continuity of learning and care. A key strength of the setting is the staff's commitment to the development and improvement of their practice. They are highly motivated and have a clear ambition for the future. Staff welcome advice, support and visits from the local authority to improve their knowledge and ability to ensure all children thrive in this adaptable environment. They are working towards a quality kite mark awarded by the local authority and at this time the information to support self-evaluation is recorded in this documentation. This demonstrates the provisions strong capacity to maintain continuous improvement. However, although staff have devised clear action plans with time scales for improvements, they have yet to develop how they will analyse and evaluate the impact of their practice.

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

Children in the setting are happy, confident and settled. They have good relationships with the adults caring for them and they understand the routines of the day, which helps them to feel secure. Staff plan a wide range of good quality play opportunities to develop children's emotional, social, physical and intellectual capabilities. Staff are keen to focus on children's individual interests and use this

information to make them feel nurtured and valued. They know each child very well and meet with parents to discuss starting points and children's progress regularly. Assessment is rigorous and achievements are well recorded. Children take the lead in their own learning and are supported and challenged very well to build upon what they already know. This results in children making good progress in their learning, and ensures they are motivated and have good self-confidence. Children happily part from parents, independently accessing activities on arrival and ask visitors confidently what they are doing or involve them in their play. Children are very aware of established routines and on arrival hang up coats, enter the playroom, complete self-registration and place water bottles on the appropriate table. There is great emphasis on building children's self-esteem and a good disposition and attitude towards learning. All children develop a strong sense of worth through the good interaction, care and attention they receive from the staff. For example, children respond eagerly to constant praise and encouragement and enjoy the warm, caring reassurance from the staff. They feel good about themselves, show respect for each other and are beginning to manage their own behaviour successfully.

Children use skilfully an abundance of mark-making equipment which is well placed all around the nursery. They make marks to represent their names on pictures and are making recognisable pictures of flowers, butterflies and people. Staff talk with children constantly, helping them share and describe their own experiences, encouraging recall and introducing new words. They use open questions well to help children ponder and work things out for themselves, such as which bricks they need to start with and whether they have enough room as they begin to build a tower with large bricks. Staff make good eye contact with children as they speak, reinforcing messages and helping children learn to listen well. Group times help children with specific areas of their development and these are well-matched to children's ages and abilities. Children engage in sorting and matching games and spontaneously use mathematical language in their play. For example, they compare the sizes of different bottles in the beach hut. They fill and empty containers again and again with dry sand and outdoors transport compost to the home corner to make 'chocolate buns and tea'. Children put together complex jigsaws and reason that if you wave the ribbon streamers high enough you can make patterns. One child demonstrates how to make a circle in the air. Children independently create collage pictures using a very wide variety of different materials they access freely themselves.

In the small world play area, children re-enact home events and use their imagination vividly to extend their play. For example, they walk to the shops with the baby, put babies to bed and tidy the house. They then pretend the dog chases the people up to bed and the fire people have to rescue them when the stairs fall down. The outdoor environment provides a rich source of stimulus for physical play. Children ride on toys skilfully around obstacles and discover how dark it is in the tunnel built into the ground. A well-planned and resourced kitchen area stimulates imaginative play as children make chocolate buns and cups of tea. However, the outdoors is not yet rigorously used to explore fully all the six areas of learning to extend children's own play and learning in different ways from indoors.

Children enjoy lots of activities to help them think about being healthy and how to

stay safe. The well-balanced and nutritious range of food offered raises children's awareness positively about the importance of healthy eating. Their dietary needs are known by staff and are adhered to at all times. Some children stay for lunch, eating packed lunches brought with them from home which are stored appropriately. Children freely access fresh drinks throughout the session, ensuring they are well hydrated. They love active playtime outdoors in the fresh air, balancing on the stilts or logs and running down the small hill. Their independence skills are nurtured, as they pour their own drinks at snack time, make their own play choices and learn to return toys to the correct place on the shelves when they have finished playing. Good adult supervision and clear explanations of safety procedures ensure children are kept safe from harm. Children devise their own rules when playing in the beach hut indoors by agreeing that only one child can sit in it at one time in case someone gets hurt. Therefore, children are demonstrating through their play that they recognise and confidently talk about dangers and how to keep 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

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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