

# Tiggy Winkles Day Nursery

Inspection report for early years provision

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**Unique reference number** 229081  
**Inspection date** 13/02/2012  
**Inspector** Karen Cooper

**Setting address** Tiggy Winkles, Pegasus School, Turnhouse Road, Castle Vale, BIRMINGHAM, B35 6PR  
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**Type of setting** Childcare - Non-Domestic

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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

Tiggy Winkles Day Nursery registered in 1999 and is one of two registered provisions run by Merlin Venture Limited. It operates from a single-storey building within the grounds of Pegasus Primary School, which is situated in Castle Vale, Birmingham. There is a fully enclosed outdoor area available for play. The nursery serves the local and surrounding areas.

The nursery is open each week day from 7am until 6pm for 51 weeks of the year. Children attend for a variety of sessions. A maximum of 55 children aged from birth to eight years may attend at any one time. There are currently 55 children on the roll. The nursery is registered by Ofsted on the Early Years Register and both voluntary and compulsory part of the Childcare Register. It is in receipt of funding for early education places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 18 members of staff. Of these, 16 hold a National Vocational Qualification (NVQ) at Level 3 and two are working towards an NVQ at Level 2. 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 are happy and have formed good relationships with staff and each other. They have access to a variety of toys and resources which are well-organised and help them to make good progress in their learning and development. Documentation is maintained appropriately and policies and procedures are mostly effective. The diversity of individual children is valued and respected and positive relationships with parents and other early years practitioners ensure their individual needs are well met. Systems for self-evaluation are effective and staff demonstrate a strong capacity for continuous improvement.

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

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

- develop further the record of risk assessment to include anything with which a child may come into contact; this specifically refers to sun cream and ensure the record includes all outings undertaken with the children
- ensure staff are fully aware of maintaining confidentiality with particular regard to displaying children's personal details.

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

Staff demonstrate a good understanding of child protection procedures and know how to implement them to safeguard the children in their care. They have attended safeguard training to keep their knowledge updated and have formed good relationships with external agencies to ensure children's welfare needs are well-met. Robust vetting procedures make certain all staff are suitable to work with the children. They are well-deployed and organise children into small key worker groups which enables them to build effective relationships and to get to know individual children well. Daily visual checks and clearly written risk assessments are undertaken to enhance children's safety while in the setting. However, the records lack some minor detail, such as, outings undertaken with the children and the storage of sun cream to ensure children's safety is fully protected. Toys and resources are well-organised to ensure children make independent choices and displays of children's work around the nursery help children feel a sense of belonging.

The management team leads by example and as a result, the whole staff team work well together to promote children's care and learning. Staff demonstrate a strong capacity to maintaining continuous improvement and are committed to improving their skills and knowledge through training. They have implemented an effective self-evaluation system to identify where changes are required and as a consequence, have met the recommendations made at the last inspection.

Children's individual needs are known and met because the staff recognises the value of working in partnership with parents and others early years professionals. They are fully aware of the importance of sharing information when children leave to attend other settings and have established positive links with the local schools and children's centre. The staff work in close partnership with parents and the effective two way flow of information, both verbally and in writing, ensures that parents are fully informed of their child's daily care routine and activities. Staff obtain an accurate picture of the children from their parents during settling in time and all information is recorded to identify children's starting points. However, some of the children's personal details are displayed within the nursery, which does not ensure confidentiality is fully maintained. The children's individual learning journeys are available for parents to view and information displayed throughout the nursery keep parents well informed of the day-to-day running of the nursery.

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

Children are happy, settled and good relationships between staff and children are evident. Children are valued and staff manage their behaviour in a way that is appropriate to their age and stage of development. They are offered lots of praise and encouragement which helps to build their self-esteem. Children access a wide

variety of resources which are rotated on regular basis to ensure that they remain interested and stimulated. Staff make sure that the children are busy and plan a range of activities to encourage them to develop skills and learn through play. Staff demonstrate that they know the children well and use a daily handover sheet to inform parents of their child's activities and care routine. Staff observe children's development and keep clear records that help them to effectively monitor and meet children's individual needs. Parents share and contribute to these records which helps ensure children are cared for safely and make good progress in their learning and development.

Children enjoy using their imagination in role play and enjoy taking on family roles and familiar people in the community, such as a police officer and a builder. They eagerly involve staff in their play, making them dinner and cups of tea. Great fun is had building towers with bricks and older children enjoy comparing the height, colours and amount of bricks in each other's constructions. Children are provided with plenty of opportunities to develop their early writing and reading skills. For example, they have access to chinks, crayons, pencils, paper and a variety of books. They concentrate well when listening to favourite stories and eagerly join in with familiar nursery rhymes. They like to join in group activities and show increasing confidence discussing the weather, what day it is and month. Children respond excitedly to a wide range of creative activities, such as, playdough, collage, printing and baking. They eagerly roll out dough and cut out heart shape biscuits ready to give to their families for Valentine's Day. Children have good opportunities to increase their understanding of technology through the use of a computer and a range of programmable and electronic toys. Younger children enjoy exploring and pressing knobs, buttons and tapping levers on various toys and resources to observe what is going to happen next. These opportunities help children to develop skills for the future. Children are learning to respect each other and have access to a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. They are provided with plenty of opportunities to develop their physical skills through well-planned indoor and outdoor activities. For example, they are keen to join in dancing and moving to music and are helped to understand how exercise helps them to stay healthy.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency and when on walks around the local community they learn how to cross the road safely. Through daily routines, children are encouraged to follow good hygiene practices and effective steps are taken to prevent the spread of infection, such as the use of individual flannels for children. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children develop a good understanding of healthy eating; they are provided with a variety of nutritious meals and snacks and fresh drinking water is readily available for them to independently access. Meal times are relaxed social occasions when children and staff sit together around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and ensures these are met.

## 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

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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