

Tiddlywinks Day Nursery & Pre-School

Inspection report for early years provision

Unique reference number EY283577
Inspection date 29/02/2012
Inspector Jenny Howell

Setting address Springfield Parish Centre, St. Augustine Way, Chelmsford,
Essex, CM1 6GX

Telephone number 01245 463245

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tiddlywinks Day Nursery has been open since 2004. It operates from two rooms within a community centre in the Springfield area of Chelmsford. The nursery is open during term time only. Opening times are from 9am until 4pm on Monday, Wednesday, Thursday and Friday, closing at 12 noon on Tuesdays. Children are able to attend for morning or afternoon sessions as well as all day. The nursery also provides a breakfast club from 8am for children attending The Bishops Church of England and Roman Catholic Primary School.

The nursery is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. A maximum of 28 children may attend the provision at any one time. There are currently 69 children on roll in the early years age range and 12 children attending the breakfast club. The nursery supports children who have special educational needs and/or disabilities, as well as children who speak English as an additional language.

The nursery employs eight members of staff. Of these, seven hold appropriate early years qualifications and one is working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is very effective in meeting the needs of individual children. All children make excellent progress in their learning and enjoy their time at the nursery. Good arrangements are in place in order to safeguard children and promote their welfare. Strong relationships with parents ensure that they are well informed about their children's learning and development. A robust system of self-evaluation is in place in order to identify strengths and weaknesses and bring about improvements.

What steps need to be taken to improve provision further?

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

- develop the physical environment to display signs, symbols and photographs relating to the lives of the families who use the nursery and wider society.

The effectiveness of leadership and management of the early years provision

An effective range of safeguarding procedures are in place. All staff have completed training in child protection and have a good understanding of local safeguarding procedures. Thorough and detailed risk assessments are in place. These cover all areas of the setting which are used by children as well as trips around the local area. Daily routines are organised well to maintain security, for

example at arrival and departure times. All staff have undergone checks through the Criminal Records Bureau. Most staff hold relevant qualifications and all staff are supported in attending additional training courses and workshops. Several members of staff have been trained in paediatric first aid, allowing them to act promptly in the event of an accident.

Staff are committed to providing high quality care and learning experiences for all children. Staff meetings and a well-established appraisal system support staff in contributing their views and developing their skills. A good system of self-evaluation is used. This identifies what the setting does well and highlights areas for improvement. This supports staff in taking action to make changes which have a positive impact upon children. Staff have made good progress in addressing the recommendations raised at the last inspection. This has improved the system of assessment and planning and has also provided children with free access to fresh drinks throughout the day.

Effective relationships with other professionals help staff to meet the needs of individual children, particularly those with special educational needs and/or disabilities. As a result of this, all children can be cared for in a fully inclusive environment. Staff have developed good links with local schools in order to help children in making a confident transition into full-time education. Effective relationships are also developed where children attend other settings. This helps to ensure a regular exchange of any relevant information. Very positive relationships are developed with parents. Regular newsletters help to keep parents informed, and information on daily activities is displayed on the chalkboard at the entrance. Staff are available to talk to on a daily basis and individual development records are sent home each term. Open days have also been introduced in response to parent's feedback. Parents' views are actively sought through questionnaires and they comment very positively about the nursery. They say that staff are kind and friendly, that their children enjoy coming to nursery and are being well prepared for school.

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

Staff are extremely effective in supporting learning and development. They make excellent use of space and resources to provide children with engaging and imaginative play opportunities, both indoors and outdoors. Good use of two rooms and the garden area allows staff to provide children with activities which are carefully tailored to their differing ages and stages of development. Free access to the garden ensures children learn through the natural environment, hunting for bugs in fallen leaves or observing that their painted water patterns evaporate in the sun. Staff work closely with children to support and encourage their learning. They make frequent use of praise to build confidence and issue certificates to recognise children's achievements. Close attention is given to children's welfare needs. Nappies are changed promptly and staff are aware of children changing emotions. Snacks are varied and nutritious and all food is prepared and served hygienically.

Careful observations of what children can do are linked to the Early Years Foundation Stage curriculum guidance, allowing staff to closely track children's progress. Each child's key person has a very detailed understanding of their stage of development. Staff use this information effectively to inform planning for individual children, ensuring that they make good progress in all areas of learning. Short term plans are based on the emerging ideas and interests of children. For example, reading a book about a blue balloon and releasing helium balloons has led on to finding out about the moon, making rockets and telescopes and exploring the texture of 'alien slime'.

Children greatly enjoy learning through play. They arrive with smiles on their faces and quickly settle to play. Children enthusiastically access activities which support development in all areas of learning, both independently and with adult support. Children develop very strong social skills as they play together and look forward to the arrival of a favourite friend. Children express their creativity freely as they paint, draw, cut and stick. They access musical instruments and use their imagination as they engage in role-play. Children have an excellent range of opportunities to learn about the world around them. They explore nature as they plant and grow beans or play with fallen leaves.

Children develop outstanding skills for the future. Spontaneous and planned activities which support number and letter recognition ensure that children develop very strong early numeracy and literacy skills. Older children learn to write their name before they start school, using the writing style of the school they will be attending. Stories are used to stimulate and support learning, helping children to develop a strong love of books. Children incorporate keyboards, telephones and tills into their imaginative play and are confident in the use of IT, for example to play educational computer games. Children learn to persevere as they develop their problem-solving skills. They use drain pipes to create water and ball runs, or work out how to join boxes together as they junk model.

Children's behaviour is very good. They respond to reminders from staff and show respect towards others. Children enjoy helping to tidy up and take on responsibilities, such as setting the table for snack. Children celebrate important events in their lives, such as birthdays and find out about world festivals including Eid, Diwali and Chinese New Year. Children's acceptance of difference and diversity is supported through books, puzzles and activities, although, images of difference and diversity reflecting the families and lives of the children attending and wider society are not currently displayed.

Children have good opportunities to learn how to keep themselves safe and healthy. They use equipment, such as scooters and scissors safely and turn to staff when they need help. Children's learning about safety is enhanced by visits from fire officers, police and road crossing patrol officers. They also walk to the nearby pelican crossing to practise their skills. Children remember to wash their hands before eating and older children are able to use the toilet independently. Access to the outdoor area ensures that children have plentiful opportunities to exercise. They ride on tricycles, balance on stilts and crawl through tunnels as they develop their physical skills. Children manage their thirst as they help themselves to drinks throughout the day and enjoy healthy and nutritious snacks and meals.

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	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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