

# Tiddlywinks Kiddy's Nursery Ltd

55 Park Lane West, Tipton, DY4 8LF

## Inspection date

Previous inspection date

26/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children's transition from one age base to the next is calm and effective because the open-plan layout allows them to become familiar with all of the nursery's rooms and staff.
- Well-designed playrooms create enabling environments for children of all ages; promoting independence and engaging them in purposeful play.
- Planning is based on children's interests and progress and so effectively promotes their learning and development.
- Children are motivated and keen to learn. They show developing levels of curiosity and demonstrate positive relationships with their peers and the staff.

### It is not yet outstanding because

- Some aspects of monitoring and assessment are not precise enough to identify the impact some daily routines can have on individual or groups of children, such as boys.
- Some strategies for actively involving parents in their child's learning at home do not always reflect the child's age or level of ability.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities and interaction in all of the care bases.
- The inspector spoke with the children, staff and managers at appropriate times during the inspection.
- The inspector spoke with the owners and undertook joint observations with the manager and some senior room staff.
- The inspector took account of the views and comments from parents spoken to during the inspection.
- The inspector examined a range of documentation, including records to assess staff suitability and qualifications, children's records, policies and procedures and children's developmental records.

## Inspector

Patricia Webb

## Full Report

### Information about the setting

Tiddlywinks Kiddy's Nursery Ltd was registered in 2012 and is privately owned. It is registered by Ofsted on the Early Years Register. The nursery is situated in a renovated building in Tipton in the West Midlands. It serves the local area and is accessible to all children. The nursery is designed to be open plan, with three defined care areas. A fully

enclosed outdoor play area is being developed. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions.

There are currently 24 children attending, who are within the early years age group. The nursery supports children who speak English as an additional language and has systems in place to support children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- reflect on the systems in place for involving parents in their child's learning at home by reviewing some of the planned tasks and setting them at levels that are more appropriate for individual children's age and stage of development
- review monitoring and evaluation arrangements, so that there is a stronger focus on assessing the impact of daily practice on both individual and groups of children, such as boys, and use this to plan improvements that build on children's individual preferred learning styles.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children eagerly participate in a varied range of activities where their individual needs are well considered. As numbers are lower at present, children of varying ages benefit from being able to play with each other at various times during the day. The open-plan layout of the nursery further encourages this, for example, by allowing some more mobile babies to use larger equipment to practise their early walking skills. Older children also gain an awareness of being careful when the younger children are around and help to fetch some toys for them. This practice supports children well in their personal, social and emotional development. Although, the staffing team is relatively new, they show a clear understanding of their roles and responsibilities and how to implement the Early Years Foundation Stage. Planning is used effectively to reflect on children's individual interests; identified through pertinent observation, assessment and summaries of their progress. The setting is eagerly working to engage parents in their children's learning and development. Several successful initiatives encourage involvement and daily discussions make sure that information is shared between parents and their child's key person and are backed up with daily diaries. For example, there is a nursery teddy bear, which is sent home with children at weekends, so that its involvement in family events can be discussed

with the children. Staff also prepare simple 'homework' for older children to look at home with their parents. However, some activity sheets, particularly those for developing children's awareness of phonics and pencil control, are not always reflective of the age and development stage of the child. Although, staff explain their use with parents, this is not secure enough to ensure that some of the youngest children's literacy skills are not hindered.

Staff provide experiences for the children to learn across all seven areas of learning. Resources are stored effectively, so that children in all areas can access them independently. Babies crawl eagerly to the ball pool, scattering all in their paths and delighting in throwing the plastic balls with gusto. Older children sort out Santa's workshop and design new toys for Christmas, using play tools and their design templates to complete the tasks. Some children put on Superhero costumes and engage in imaginative play that is supported effectively by staff, who know the children's interests. However, there are sometimes during the day, such as after lunch, when boys' preference for being physically active is not fully acknowledged. Therefore, the normal nursery routine for this time of day has an impact on their preferred way of learning. The management is aware that a delay in completing the outdoor play area has affected this and are currently working hard to find solutions. For example, they take children to visit the local park regularly and to walk to the nearby library. Staff also use these visits to encourage children to become aware of their community and consider diversity in their world. Plans are in place to share the nursery's Christmas production with residents of a nearby elderly persons home.

### **The contribution of the early years provision to the well-being of children**

Children form strong and appropriate emotional attachments due to the skill and intuition of the staff to meet their needs. Effective deployment of the staff supports children in settling well with their key person, offering a strong foundation for children to develop their curiosity and explore their environment. Parents express their views of the strong impact this has on their children as they mention the skilled staff, know who their child's key person is and appreciate the level of feedback and opportunities to be involved in their child's development and learning. A parent comments on how her child now uses extensive vocabulary, knowing that they have gained this from the staff at the setting. The layout of the nursery enables children to move freely between the rooms at times, supporting a positive experience as they move up in the setting. As a newly registered provision, the staff are starting to develop effective ways of forging partnerships with nearby schools the children may move on to next year.

Freshly cooked meals that are nutritionally balanced and healthy are provided as children tuck in heartily to lunch. All children join together for meal times and this gives a family feel to the social interaction. Dietary needs are noted in the initial discussions and 'all about me' forms completed by parents, help to foster good health and well-being. Plans are in place to extend opportunities for older children to serve themselves, thereby, increasing their independence and awareness of the importance portion control makes to a healthy lifestyle.

Sleep arrangements for the babies are managed in line with their individual routines and account is taken for children, who have returned to nursery after being off ill; with staff adjusting their routines accordingly. Children are learning to behave well, using good manners that are reinforced and promoted by the staff. Where some children require additional support in learning to share and consider the needs of others, staff work consistently to ensure that they become aware of the expectations and consequences of their actions. Older boys show skills in negotiating with each other and extending their imaginative play as they compare their outfits and discuss how one of their 'heroes' is a 'bit like a bat'. Children display a good awareness of taking responsibility for their own safety as they react to the instructions to tidy up, use equipment, such as scissors with care and learn about road safety when out and about.

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

The owners demonstrate a clear commitment to developing the quality of the provision. They take great care in the recruitment and selection of staff, noting qualifications and also taking account of how candidates respond to and interact with children. Systems for ensuring staff suitability are rigorous and reassure parents of the skills and commitment of staff caring for their children. Additional systems are in place to monitor and assess staff practice to identify skills and strengths in their practice and act swiftly should any inconsistencies arise. Arrangements for safeguarding children within the setting are effective. All staff understand the importance of following the Local Safeguarding Children Board procedures should there be any child protection concerns and parents are informed of this duty of care.

Systems for self-evaluation are developing and the management is aware of strengths within the practice. Staff are encouraged to reflect on their practice during appraisals and supervisions, although, the owners have not yet fully embedded this to ensure that monitoring clearly focuses on highlighting the impact of daily practice on individual and groups of children, such as boys. As a result, there is room to be more ambitious in targeting self-evaluation. The setting is engaging in additional systems for assessing the impact on children's progress, such as through the use of the local authority's Early Childhood Environment Rating Scale tool and look forward to this process helping them to improve further.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are

		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY443478
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	800542
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Tiddlywinks Kiddy's Nursery Limited

<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01215579399

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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