

Tiggy Winkles

Lower Ground Floor, Chivenor House, Drem Croft, Castle Vale, BIRMINGHAM, West Midlands, B35 7HY

Inspection date	21/05/2013
Previous inspection date	01/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 with special educational needs and/or disabilities are very well supported, and staff work closely in partnership with other professionals and agencies to ensure that their needs are fully met.
- Staff are skilled at extending activities to maintain and enhance children's interests and ensure that they are motivated and eager to learn.
- Good transitions, both within the nursery and when children are moving to school, help to provide them with support and consistency and enable them to settle well.
- An extremely in-depth and highly informative self-evaluation process, which includes the views of parents, children and other professionals involved with the setting, ensures that continuous improvement is sustained.

It is not yet outstanding because

- Younger children's concentration skills are sometimes disrupted due to the organisation of snack time in the pre-school room.
- There is scope to expand the activities in the outside area by providing children with opportunities to grow and plant.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all areas of the premises and outdoors.
- The inspector looked at children's records, planning, assessment and other required documentation.
- The inspector held ongoing discussions with staff and children.
- The inspector sought the views of parents.

Inspector

Becky Johnson

Full Report

Information about the setting

Tiggy Winkles was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of two nurseries in Castle Vale owned and managed by The Merlin Venture Limited who are a non for profit social enterprise company. The Merlin Chief Executive provides management support to the setting. It operates from the lower floor of Chivenor House, a residential flat for the elderly in the Castle Vale district of Birmingham. The nursery serves the local community and is accessible to all children. It and has strong links with Chivenor Primary School. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round from 7am until 6pm. Children attend for a variety of sessions. The nursery operates a before and after school club for children who attend the local school. Staff walk to the local school to drop off and pick up children. There are currently 40 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special needs and/or disabilities.

The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and two hold level 2. One member of staff is working towards a level 2 qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- help younger children to concentrate by organising snack times to ensure that noise from older children is limited

- reflect on and consider how children's enjoyment of outdoor play could be extended, for example, by providing them with opportunities to grow and plant.

Inspection judgements

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

Children are extremely happy and settled, and thoroughly enjoy the time they spend in this friendly environment. Staff provide a range of activities which children enjoy taking part in and which are entirely suitable to meet their learning and development needs. Planning is in place and develops from children's interests and observations. The next

steps in children's development are clearly identified and these are linked to the planning to provide activities which help move children forward. Staff are adept at recognising where there are gaps in children's learning. They successfully extend activities to fully challenge children to take the initiative in their own learning, or break down the activities to ensure that they are in small enough steps to fully support younger children to easily reach their goals. This ensures that every child receives an enjoyable and challenging learning experience and makes progress in line with their starting points and individual capabilities. Staff have carried out the progress check at age two to enable them to assess children's development and act on any areas if there are concerns. Assessments and learning folders are shared with parents, and staff successfully include them in their child's learning.

Children's communication is supported throughout the nursery. Staff in the baby room reinforce the sounds that children make and spend time helping older, more vocal babies to expand and develop their basic communication skills. Older children's language is developing well. They chat happily together as they talk about familiar experiences, such as where they have been on holiday, and tell staff about swimming in the sea and pedalling a boat on the water. Children in the toddler room and pre-school are able to recognise the letters at the beginning of their names, and staff expand this as they get older by introducing the letters in their surnames. Younger children wait eagerly for their name to be shown and excitedly shout the letter and make the phonic sound and action that it relates to. They quickly recognise the names of their friends who are not in nursery on that day, and know who else's name begins with the same letter as theirs. Older children are able to recognise the days of the week and the months of the year, and successfully put them in order. Staff expand the activity by introducing numbers and children identify them correctly and know that the year is 2013. Staff sensitively build children's confidence if they are less vocal or have communication difficulties. They introduce activities, such as blowing bubbles and making shapes with their mouths. By providing children with this support and allowing time for them to respond at their own pace, staff successfully foster and develop communication skills and help to prepare them in readiness for school.

All children are welcomed and valued. Children with special educational needs and/or disabilities are fully included, and staff are skilful in recognising children's individual learning needs and supporting them to join in activities at their own pace. Staff implement additional support mechanisms, such as a 'now and next' photo board to help children begin to recognise and respond to the daily routines. Children who speak English as an additional language are supported, and staff spend time finding out about other cultures and customs to fully support children and help them to settle in the nursery.

Babies and younger children are supported to investigate and explore new textures and objects. They enjoy playing with paint and happily create hand prints and marks on the paper before discovering what the paint feels like when it is spread up their arms and on their faces. Older children's imaginative skills are developing well. They pretend to be astronauts and fly in a rocket to the moon. Staff join in games when invited, and younger children take much delight and laugh mischievously as they dress staff in tights, which they pretend are bandages for their poorly knees.

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

A well-established and effective key person system helps to promote children's well-being and independence. Staff are very supportive of the children and this helps them to form secure emotional attachments. Children demonstrate their feelings of security as they happily interact with the staff and seek them out for a cuddle when they become tired. There are good transitions in place, both to move children throughout the nursery and to school. Children enjoy several settling-in periods in their new room before moving, which enables them to become familiar with their new surroundings and staff. All learning and development documents move with the child to help staff in the new room become familiar with their stage of development and specific likes and routines. Parents are fully involved in the transition process and are able to discuss any concerns or queries they may have regarding the move. The nursery works cohesively with schools that children will be moving to. They have developed a transition book to display photographs they have taken of familiar places and people within the schools, such as teachers, toilets, classrooms and the playground. They invite teachers to visit the nursery to meet children and to observe them in an environment in which they are familiar and comfortable. This ensures that the transition between nursery and school is a positive experience for the children.

The premises are well resourced to provide children with an environment in which to learn and develop. The utilisation of the premises is generally good, and at times during the day toddlers and pre-school children enjoy a free-flow system where they are able to integrate and play together. However, during snack time in the morning, the organisation is not sufficiently synchronised. This results in toddlers losing concentration from their group activity as pre-school children noisily prepare for their snack time in close proximity. Ongoing risk-assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety through activities and visits from the community police officers. They talk to the children about how to stay safe and bring road safety role play equipment with a zebra crossing and a lollipop crossing to teach the children how to cross the road. Children behave well and there are effective systems in place to support and encourage positive behaviour and develop self-esteem. For example, staff act as positive role models and give out lots of praise for all achievements, no matter how small.

Children form good relationships with both adults and their peers. They work happily alongside each other as they learn to share and take turns. Children adopt healthy lifestyles as they access outdoors in all weathers and use equipment to develop their large muscle skills. They skilfully throw balls into basketball hoops, balance eggs on spoons before racing each other, and follow the instructions on large dice which they roll before copying movements, such as stretching high, bending low, jumping and running. Although children enjoy the time they spend outside, there is scope to further enhance their outdoor play by providing them with opportunities to plant and grow. Children enjoy healthy meals and snacks, such as chicken curry, casseroles and pasta. The organisation of lunchtime promotes an atmosphere of social interaction where children sit together happily chatting about their day.

The effectiveness of the leadership and management of the early years

provision

Children are safeguarded well. All staff are very aware of their roles and responsibilities in protecting the children in their care, and fully understand the signs and symptoms to be aware of. Staff regularly discuss safeguarding procedures, including whistle-blowing, at staff meetings to ensure that they know when and from whom to seek advice. The manager has a good working knowledge of safeguarding procedures. She works closely with other professionals, such as outreach workers from the local children's centre, and has been involved in the Common Assessment Framework process. This further ensures children's protection at all times. Recruitment procedures are robust. All staff are checked thoroughly before being employed, and induction procedures are in place to help and support new staff. The current staff team work closely together to further provide consistency and support for the children. Appraisals are used to identify any areas for improvement, and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is strong. Parents are valued and their views are sought, respected and used to make improvements to enhance the nursery. Parents are happy and say that they willingly travel extra distances after moving home to bring their children to the nursery as they are happy with the staff and know that their children are well cared for. Staff have forged good working relationships with other professionals involved with the children, including speech and language therapists and the area special educational needs coordinator. This helps them to support children to reach their development goals and ensure that their individual needs are routinely met.

The manager is extremely supportive and hands on, and receives additional support from the manager of the sister nursery, with whom she works closely. Children's progress and the delivery of the educational programmes is overseen and monitored effectively. Extensive procedures are in place to identify the strengths and weaknesses of the nursery, and managers are proactive in including the views of parents, staff and children to enable them to implement the necessary changes to sustain improvement. The setting has taken part in, and achieved, a quality assurance process to help them to reflect on and improve their practice. Above all, children are happy, settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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

Unique reference number	EY273181
Local authority	Birmingham
Inspection number	819902
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	40
Name of provider	The Merlin Venture Limited
Date of previous inspection	01/06/2009
Telephone number	0121 747 3669

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

