

# Tiggy Winkles Day Nursery

Tiggy Winkles, Turnhouse Road, BIRMINGHAM, B35 6PR

<b>Inspection date</b>	11/04/2013
Previous inspection date	13/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Teaching is good in the nursery and an interesting range of well-planned activities takes account of children's needs and interests so that they make good progress.
- Children are very safe at the nursery as the manager has an excellent knowledge of child protection and safeguarding. She ensures that all staff understand and practise the detailed policies and procedures at all times.
- There are effective processes in place which monitor and evaluate all aspects of the provision. This means that children continue to receive stimulating and challenging learning experiences.
- The nursery staff work very effectively with other professionals and Early Years Foundation Stage providers. This means that all children are supported very well in their learning and that their well-being is given high priority.

### It is not yet outstanding because

- There is more scope to involve parents in their children's learning through the consistent sharing of information about their achievements at home in order to inform the future planning of activities.

## 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 activities in the three playrooms and the outdoor play area, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager of the provision and a telephone conversation with the provider.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Tiggy Winkles Day Nursery was registered in 1999 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-profit social enterprise company. The Merlin Chief Executive provides management support to the setting. It operates from a single-storey building within the grounds of Pegasus Primary School in Castle Vale, Birmingham. The nursery serves the local area and is accessible to all children. It opens Monday to Friday from 7am to 6pm all year round, with the exception of bank holidays. There is a fully enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff. Of these, all except four hold a National Vocational Qualification at Levels 2 and 3. Children attend for a variety of sessions. There are currently 72 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and 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 parents to consistently share what they know about their child in relation to their ongoing learning and development and use this information to inform the planning of activities.

## Inspection judgements

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

Staff work well together as a team to plan purposeful and developmentally appropriate activities for children. These are based on detailed observations, which staff use to plan activities which take account of children's individual needs and interests. They include the next steps in their learning, which means that all children make good progress and are enthusiastic in their play. Staff assess and record children's progress effectively in line with the guidance document Development Matters in the Early Years Foundation Stage. This means that any gaps in learning are identified and addressed.

Parents and carers share information about what their children know and can do before they start at the nursery so that staff can build on their learning. Parents receive daily

written and verbal information about children's activities and routines and how they learn through play. They are encouraged to support children's learning at home and continue activities in which children show interest, so that they are involved in their learning. However, there is more scope for parents to consistently share information about their children's achievements at home. This builds a complete picture of each child's progress so that staff can use the information to plan even more effectively for individual children.

Children are grouped in each of the three main rooms according to their age and stage of development, and suitable activities and resources are easily accessible to them. This allows them to be independent in their choices and develop their own learning styles. They choose toys from around the rooms or show staff what they would like to play with from photographs on display. Pre-school children learn to count and compare sizes of plastic bears and recognise numbers through games and activities. Younger children learn to count through singing number songs, as they say how many children are left when one is taken away. All children have good opportunities to make marks and explore textures of paint or sand. Children develop their technological skills well through the use of computers and a wide range of push button toys.

Pre-school children enjoy developing their physical skills well outdoors, as they play together with bats, balls and wheeled toys. Children explore the local area on their visits to the shops, library and park. They enjoy feeding the horses in a field close to the nursery and look after two goldfish, which helps them to learn about living things. They find out about other cultures and festivals through exciting activities, such as tasting Indian food for Diwali. Staff have a good understanding of how children play and learn and they allow them the freedom to develop their own learning styles. They encourage babies and toddlers to repeat words and extend their sentences well. Older children are improving their language and communication skills well as staff encourage them to talk about their experiences. For example, they chat about children's visits to the doctor and the hospital and staff draw other children into the conversation to encourage them to share their experiences. Babies enjoy playing with coloured, shredded tissue paper and feeling the textures of feathers and cotton wool and other objects. This helps them to make sense of their world as they explore. Staff provide them with baby walkers and hold their hands as they walk around the room so that they become used to being on their feet. The furniture in the baby room is carefully chosen so that children have different heights to pull themselves up on, which extends their physical development well. Children with special educational needs and/or disabilities are supported particularly well, as staff work closely with parents, carers and many external agencies. Children are well prepared for the next stage in their learning because staff plan activities and routines effectively so that children gradually become used to what is expected of them when they move to a new room or go to school.

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

Children are happy and secure at the nursery, as they have settling-in sessions with parents before they start. Staff are kind and caring and children enjoy including them in their play or having a cuddle. Photographs of children's families are displayed in each room, which provides links with home and makes them feel secure. Children receive

frequent praise from staff for their achievements or good manners. This builds their confidence and gives them good self-esteem. Behaviour is very good and there are very good relationships between all staff and children. Children enjoy helping to tidy up, as staff make this fun, with games such as, 'shall we see who can collect the most bricks?' or 'let's help our friends tidy up'. Staff teach children to be kind to each other and they work very well with parents to provide consistency in behaviour management or toilet training. They make children feel valued and included. For example, when six toddlers are singing a number song, all six are chosen to be the characters in the song, so that no child is left out.

Staff teach children to be independent, as they set the tables for meal times or put their own coats on. They are given increasing independence in using the bathroom as their development improves, so that they are able to manage self-care routines well. Children learn to keep themselves safe. For example, pre-school children learn basic first aid skills and how to summon help in an emergency. Children are given healthy meals and snacks, which are prepared and cooked on the premises. They learn about healthy eating and the importance of exercise through discussion and through activities connected to their learning in the 'Life Education Bus,' which visits the nursery annually. Transition to new rooms or to school is eased for children, as the school most children will attend is part of the same building as the nursery. The reception teacher visits nursery to meet the children and they take part in play sessions at school. This helps them to become familiar with the staff and the building so they feel secure. Information about children's progress is shared with schools so that their needs continue to be met. Children spend increasing amounts of time in their new rooms at nursery. They are already familiar with all staff as children start the day in the same room.

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

Staff work well with the other nursery in the group to monitor all aspects of the provision effectively. The manager supervises and appraises staff regularly and monitors their planning and teaching. They receive support from the local authority to assist with this and liaise with the local children's centre staff and their sister nursery to share ideas and best practice. Staff carry out effective self-evaluation processes through which they identify areas for improvement, such as the possibility of improving the outdoor area so that pre-school children gain free-flow access. Parents' and children's input is valued and their opinions are invited through questionnaires and discussion. Regular, focused training ensures that all staff have up to date knowledge of the Early Years Foundation Stage and how best to support individual children so that they maximise their learning potential. Staff cascade information to each other, so that all staff and children benefit from new knowledge and skills.

Children are very well safeguarded in the nursery because the manager has an excellent understanding of child protection issues. She ensures that staff understand and implement the robust policy and that children are supervised vigilantly at all times. There are currently temporary heaters in place, as the nursery is waiting for the boiler to be repaired. Children's safety is not compromised in any way, as the measures taken to

ensure this are exemplary. The premises are secure and effective annual and daily risk assessments mean that children are safe.

There are strong partnerships with other professionals, such as family support workers, an educational psychologist and a local area special educational needs coordinator. These links mean that staff support and meet the needs of all children exceptionally well. The nursery has close links with local primary schools and other Early Years Foundation Stage providers with whom they share ideas and best practice. This means they are striving for continuous improvement to provide good quality care for children.

### **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

<b>Unique reference number</b>	229081
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	911958
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	55
<b>Number of children on roll</b>	72
<b>Name of provider</b>	The Merlin Venture Limited
<b>Date of previous inspection</b>	13/02/2012
<b>Telephone number</b>	0121 747 2186

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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, 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.

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