

# Tiddlywinks Private Day Nursery

Murton Way, Osbaldwick, YORK, North Yorkshire, YO19 5UW

<b>Inspection date</b>	03/06/2013
Previous inspection date	11/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have an excellent knowledge and understanding of how children learn, and provide a rich, varied and stimulating educational programme which takes place both indoors and outdoors.
- The strong skills and capabilities of all key persons ensure babies and children feel safe and secure. Staff skilfully support all children to develop high levels of confidence and independence, ensuring children are well-prepared for the next stages in their learning, and eventually for school.
- Excellent information sharing engages all parents in their children's learning in the setting and at home. Children's individual needs are exceptionally well-met through highly effective partnerships between the setting, parents and external agencies.
- Very effective arrangements to introduce babies and children into the nursery environment and during transition periods within the setting and school are managed with great respect and sensitivity for children and their parents.
- Staff have an extremely sharp focus on helping children acquire excellent communication and language skills, and on supporting their physical, personal, social and emotional development. This helps all children make excellent progress in their learning.
- Monitoring in all areas to support highly effective practice and inform improvement is rigorous, leading to exceptional performance in the continuous pursuit of excellence.

## 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 conducted a tour of the nursery accompanied by the assistant manager.
- The inspector observed staff and children during a range of indoor and outdoor activities.
- The inspector had discussions with staff and looked at some of the children's development files.
- The inspector spoke to many children and a parent.
- A joint observation of an activity involving the eldest children was completed by the inspector and the manager of the nursery.
- The inspector held a meeting with the owner/director of the nursery and the nursery manager and looked at a range of documents including evidence of staff's suitability to work with children and a sample of policies and procedures and other records.

## Inspector

Jackie Phillips

## Full Report

### Information about the setting

Tiddlywinks Private Day Nursery is a privately owned childcare facility, situated in the village of Osbaldwick, near to York. It registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The main nursery building is two-storey high and consists of three children's playrooms and a sleep area. In addition, there is a prefabricated building within the grounds that is used for the older children. A ramp for assisted access is sited at the front of the building. There are two enclosed outdoor play areas, one for children under the age of three years and the other for older children.

There are currently 134 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for children aged two-, three- and four-years-old. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery operates from 7.30am to 6.30pm, Monday to Friday, for 52 weeks of the year but closes during all bank holidays.

There are 21 staff employed at the nursery, which includes the owner/director and the manager who has responsibility for the day-to-day operation of the nursery. The assistant manager holds both Qualified Teacher Status and Early Years Professional Status. The manager and five of her staff are qualified at level 6, one at level 4 and 12 staff are qualified at level 3. There are two staff members working towards gaining a qualification at level 2 and level 3. There is a nursery cook who provides children's meals. The manager has access to supply staff who provide cover for the nursery as required. The nursery receives support from the Early Years Partnership unit and is a member of the National Day Nurseries Association.

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

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

- enhance ways in which children are informed in more detail about the school they will attend so that they are as well-prepared for this transition as possible.

### Inspection judgements

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

All nursery staff have a thorough knowledge and understanding of the revised Early Years Foundation Stage. As a result, all children are making excellent progress towards the early

learning goals. Staff plan and provide a wide and interesting range of challenging and stimulating activities that help babies and children learn. High regard is given to supporting children to learn in different environments by, for example, promoting their free choice and independent access between indoor or outdoor provision. This extends and enhances children's learning and responds to children's individual learning styles. The quality of teaching and learning is exemplary. Staff conscientiously support children to learn by, for instance, using skilful questioning to help children think, share their ideas and solve problems. Children respond willingly, and are eager to share their knowledge and talk about what they know. This shows they are acquiring the skills and positive attitudes they need to be ready for school and the next stage of learning.

Staff know and understand children extremely well. This is based on precise and accurate information sharing with parents and frequent observations and assessment of children's progress and their individual learning needs. Staff use what they know about each child to guide and shape the planning of the educational programme. Information is shared very well with parents so that they can be involved and continue children's learning at home. This means each child's learning is individualised and their future learning targets taken regularly into account. Staff place an extremely sharp focus on helping children acquire excellent communication and language skills, and on supporting their physical, personal, social and emotional development. This helps all children make excellent progress and forms a secure basis for their future learning. There is highly effective support for children to ensure their individual needs are very well-met. This includes children who are very able and require additional challenge and children who require support in the development of their language and communication skills. British sign language is used by all children and staff, providing everyone with alternative forms of communication. Staff respect the diversity of language used by many families from different backgrounds who use the nursery. Everyone has the opportunity to learn key words in a number of different languages. This supports inclusion and nurtures children's interest in learning other languages alongside English.

Children are involved in a rich and wide range of activities where they can explore, investigate and learn by first-hand experiences. For example, they use a wide range of natural resources, including sand, water, rice and mud. Babies enjoy sitting in the water tray and pouring the water into different containers. They enjoy climbing out and making marks and prints with their hands and feet in the wet sand close by. Staff enthusiastically encourage children to closely examine the properties of everyday materials they see at home, such as flour and cereals. They allow children to become deeply involved in their play without being fearful of 'making a mess'. This means children can experiment, explore and fulfil their natural curiosity and inquisitiveness. Visitors to the setting are frequently invited to share their talents, skills and interests with the children. For example, children observe at close range small exotic animals, they learn how to make bread and hear about different religious beliefs. This widens their experiences and helps them learn and understand about the world in which they live.

A relaxed atmosphere is evident throughout the nursery. This is because children are busy and very well-occupied. Children can independently choose toys and resources and make their own decisions about whether to play inside or outside. They are encouraged to take on roles of responsibility, such as, helping to set the meal table or feed the nursery fish.

This raises children's self-esteem and supports excellent behaviour. Children work and play independently and also in small and large groups. This helps them learn about cooperating with others, sharing and taking turns, important skills for the future. Sometimes staff purposefully provide small numbers of tools for children to use at a group activity so children work out for themselves how to solve problems, agree solutions and consider negotiating tactics. This contributes towards skills children need in order to be ready for school.

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

Staff are skilful at building extremely warm, caring and trusting relationships with babies and children. They offer flexible settling-in sessions for children as they commence at the nursery, therefore, helping to reduce stress and anxiety for both parents and child. Staff appreciate that information sharing is crucial and welcome the opportunity to get to know each child and their family in great detail. 'All about me' records help each key person familiarise themselves with their key child's routines, preferences, dislikes, interests and previous experiences. This provides a good starting point for each child's learning journey. Books containing photographs of each child's family members are readily available for all children to use and refer to when required. This helps children, particularly babies, develop a keen sense of belonging and is an excellent 'comforter' and a strong link with home when needed. Staff respond by providing a booklet of photographs and personal details, for instance, of their interests, home and family life. This helps parents be well-informed about key people caring for their child and strengthens relationships.

The environments children use are extremely well-resourced and conducive towards learning. The nursery is secure, bright, welcoming and inclusive and, as a result, children feel safe and encouraged to become confident and independent. Rooms are very well-organised and space used successfully to meet the needs of the different ages of the children based in each one. For instance, the first floor baby room has a calm, cosy area for sleeping and downstairs in one corner of the older baby room, a sensory area has been created where children can quietly investigate different sights, sounds and tactile experiences. Staff expertly organise furniture and resources to create focussed areas where children use toys and equipment that make links in their learning. Displays around the setting are high quality and include contributions from children. Many photographs are evident which helps keep parents well-informed because the captions are referenced to the areas of learning and the Early Years Foundation Stage. This means parents are well-aware of the learning that is taking place and how they can contribute towards this at home.

The outdoor environments are equally as stimulating as those indoors. Children under the age of three years use a specially designed area that is highly interesting and challenging. For instance, one area includes ramps leading to a raised, enclosed tunnel. Babies and children enjoy climbing and balancing as they make their way to the tunnel that they crawl through with great excitement. The outdoor area for children aged over three years provides copious opportunities for a wealth of learning experiences. Children can dig, climb, balance, grow plants, navigate raised, grassed mounds and become absorbed in different aspects of imaginary play. This means babies and children are very well-

encouraged to develop their bodies and minds through a wide variety of physical activities. They are also enabled to take and manage risks and challenges in a safe environment. Older children play an active part in risk assessment. They are frequently asked to look around and consider the effect of possible hazards, for example, water on the floor that is not cleared away promptly or the consequence of running inside. This helps children to take responsibility for their actions, helping them be aware of safety and the importance of providing a safe environment for everyone. Regular walks and outings to places of interest in the local area develop children's appreciation of the community around them. It also helps in the preparation of taking the next step into the school environment.

Meals are freshly prepared and cooked on the premises with frequent deliveries of locally sourced produce to ensure fresh ingredients are used. The menu is regularly rotated and contains nourishing meals and snacks. Parents are asked to contribute towards menu planning and children's specific dietary requirements are conscientiously respected and followed. Children have good appetites, with older children understanding the difference between food that is 'good' or 'bad'. For example, they talk about asparagus being a good food but sweets are not. Regular access to physical activities, including bespoke exercise sessions, helps children understand about a healthy lifestyle. They take part in planting and growing activities, food tasting sessions, cooking and baking. This helps them understand about the food cycle and broadens their experiences regarding different types of food and how it is prepared before reaching the table.

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

Inspirational leadership ensures the nursery provision continually meets the varied needs of all the children who attend. Constant reflection and the drive towards continual development of the provision and programme for learning means children are provided with a safe, well-organised, first-rate nursery. Staff have high expectations for children and are immensely thorough and resourceful as they strive towards meeting the highest of standards. This ensures each child has optimal learning opportunities so that they can achieve their full potential. The in-depth monitoring systems of children's progress, achievements and future learning goals include excellent focus on evaluating children's well-being and levels of involvement. This complements staffs observations and assessment of children's progress to help them gain a very clear picture about each child and how they can provide personalised action to meet each one's individual needs.

The well-qualified nursery team are strong, capable, confident and happy in their work. They demonstrate this by their excellent commitment to training, steadfast support for each other and, for many, long-standing years of service at the nursery. High-quality staff performance is based around regular supervisions, appraisals, team meetings and one-to-one peer support. This means staff are continually improving their already first rate performance and practice. Children's needs are exceptionally well-met through highly effective partnerships with parents, other settings and providers and external agencies. A strong partnership exists between the nearby local school, playgroup and children's centre. The nursery has forged links with other schools and provisions children attend. There is scope to enhance the relationships already in place with schools in the wider

area, particularly to offer children more detailed information about what they can expect when they commence at their designated school. There is a strong commitment to network with other providers in the area. This supports effective partnership working and promotes the sharing of good practice for all adults who have contact with young children. Consultation with all users of the nursery ensures that targets are achievable and truly reflect the needs of the children. For example, parents, staff and children regularly contribute towards the rigorous process for self-evaluation to inform the nursery's priorities for improvement.

There are excellent safeguarding arrangements in place. Nursery staff are extremely confident of their responsibility to protect children and ensure they are safe. All staff attend safeguarding training and know the action to take if they have any concerns about a child's welfare or well-being. The building and outdoor areas are very secure and safe and staff diligently carry out routine visual and written checks to ensure children's safety remains a priority. There are effective systems in place to monitor the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, there are robust recruitment and retention systems in place and staff's suitability to work with children is checked and regularly monitored. The evaluation of all aspects of practice to inform staff development and improvement of the nursery provision for children is rigorous, leading to exceptional performance in the pursuit of excellence. Parents are kept very well-informed and involved. A quote spontaneously given at the time of the inspection fully supports the objectives of the nursery team and the ethos of the provision, that 'children are at the very centre of this nursery'.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY275935
<b>Local authority</b>	York
<b>Inspection number</b>	856162
<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>	58
<b>Number of children on roll</b>	134
<b>Name of provider</b>	Tiddlywinks Private Nurseries Ltd
<b>Date of previous inspection</b>	11/11/2008
<b>Telephone number</b>	01904 415 144

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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.

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.

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