

Tiddlywinks Nursery (Cannock) Ltd

28-30 East Street, Bridgtown, CANNOCK, Staffordshire, WS11 0BU

Inspection date	30/04/2013
Previous inspection date	28/01/2011

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Prompt action has not been taken to minimise identified risks and the risk assessment does not identify all hazards in the environment inside, outdoors and on outings. Numerous safeguarding and welfare requirements are not met. Therefore, children are not kept safe.
- Arrangements for safeguarding children are not clearly understood by all the staff team and on occasions, poor communication within the setting and with other settings results in the children's safety and welfare being compromised.
- The educational programmes do not adequately cover all areas of learning in enough depth or breadth and offer enough adult-led activities with a clear learning intention. Consequently, children over three years, in particular, are provided with insufficient challenge and are not well prepared for school or their next stage of learning.
- There is ineffective supervision and coaching of staff, resulting in inconsistent practice. The direction and challenge set by leaders and managers and weak self-evaluation, results in poor outcomes for children.

It has the following strengths

- Staff foster the children's personal social and emotional development appropriately. They are sensitive and responsive to children's care needs and feelings.

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 all of the playrooms.
- The inspector held a meeting with the registered person and the manager of the setting and carried out a joint observation with the manager.
The inspector looked at children's assessment records, 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 spoken to on the day.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Tiddlywinks Nursery (Cannock) Ltd was registered in 2010. It is privately owned and managed. The setting operates from a property in Cannock, Staffordshire. The facilities include the baby and toddler room on the ground floor with stairs leading to the first floor to the pre-school provision. There is an enclosed outdoor play area.

Currently, there are 109 children on roll in the early years age group. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting also provides an after school service. Currently, there are 39 children on roll aged from four to 11 years. The setting is open seven days a week, all year round from 6am until 9pm. Children attend for variable times and days. The setting is in receipt of funding for the provision of free early years education for children aged three- and four-year-olds.

There are 16 members of staff employed to work directly with the children. Of these, one holds a qualification at level 5 in early years, 11 hold a qualification at level 3 in early years, one holds a qualification at level 2 in early years and is working towards a level 3 and three are unqualified and working towards appropriate qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

ensure children are kept safe while on outings by assessing the risks or hazards and identifying the steps to be taken to remove, minimise and manage those risks and hazards, this relates to the collection of children from the local schools and settings, by foot and vehicle

train all staff to understand the safeguarding policy and procedures and ensure that they have up-to-date knowledge of safeguarding issues

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure action is taken through robust risk assessment to minimise risks in the environment, for example, indoors, the banisters of the stairs, which lead to the first floor, electric sockets and in the garden, the hinges on the metal window guards, the wall and drains
- secure the children's safety at all times by improving communication within the setting and other settings to fully secure the children's safety and welfare, this in particular, relates to children, who attend the local schools and use the after school service at the setting
- offer planned, purposeful play and a better mix of adult-led and child-initiated activities to build on children's interests and challenge, in particular, children over three years
- improve the quality of staff interaction and teaching methods used to stimulate children's interests and introduce new vocabulary, ideas and concepts to extend children's learning and allow children time to start conversation and respond
- improve the programme for mathematics by including more opportunities to recognise numerals and consider concepts, such as, weight, capacity, measurement and quantities to further extend the more able children
- improve the programme for understanding of the world by providing increased opportunities for children to learn about people and communities, the natural world and living things and technology
- improve observation and assessment to ensure staff consistently use this information to understand children's level of achievement, interests and learning styles to shape learning experiences

- keep a written record of any complaints and their outcome
- ensure appropriate arrangements are in place for the supervision of staff, including support and coaching to increase staff's knowledge and skills.

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

- improve leadership and management by developing the monitoring of the educational programmes and the role of the leadership team to ensure well-focused plans are in place to secure improvement.

Inspection judgements

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

A planning system has recently been introduced but it does not support staff in providing educational programmes, which adequately cover all seven areas in sufficient depth and breadth. Consequently, children over three years, in particular, make poor progress in their communication and language, mathematics and understanding of the world. Staff do not consistently use observation and assessment to recognise children's progress, understand their needs or to plan tailored activities. Consequently, staff caring for children over three years do not incorporate enough adult-led activities and planned purposeful play to extend children's learning. Therefore, children are not well prepared for school. Observation and assessment arrangements require excessive paperwork and practice amongst the staff team is inconsistent. For example, staff carry out frequent observations, take photographs and collect evidence of children's work to create learning journeys. However, they do not use this information often enough to plan suitably challenging activities for children's next steps in learning. In the absence of accurate and precise observation and assessment it is not possible to measure exactly how much progress children make.

An annual parents' meeting, along with a written report about children's development, keeps parents adequately informed about their children's progress. However, due to the inconsistency of accurate and continuous assessment, the quality of information provided to parents and carers is variable. Parents and carers are encouraged to contribute to their children's initial assessment and their own observations of their children's learning through displaying them on the 'Achievement Tree'.

Children's personal, social and emotional development is fostered appropriately and therefore, they are happy and confident. The structure and routine of the day helps children to understand what is going to happen next and many respond well to changes in the routine. Staff place an appropriate emphasis on children increasing their physical skills. For example, babies under 12 months use tunnels to crawl and walkers to encourage them to gain confidence in walking and younger babies are encouraged to sit, lie down

and stretch is a safe environment. The outdoor area, when fully available, provides opportunities for children to use the climbing frame, slides, wheeled toys and smaller equipment, such as wheeled toys balls and hoops.

Staff use songs, action songs and musical instruments to provide appropriate opportunities for children to increase their language skills. Staff enjoy children's company and spend much of their time playing with the children. However, adult interaction lacks challenge because enough emphasis is not placed on raising achievement, such as asking children questions to make them think and introducing new vocabulary, ideas and concepts. In addition, all staff do not consistently wait and allow children time to start conversations and respond.

Books are made available in the rooms and children often show an interest at story time. Children from 12 months are provided with a variety of writing materials, such as, pencils, crayons, chalk and paper daily. Some of these children show appropriate levels of interest in what is provided as they make their creations. However, staff do not place enough emphasis on supporting older and more able children in linking sounds and letters through enjoyable activities, such as rhyming.

The programme for mathematics is weak. Staff encourage children to count during activities and the daily routine. However, they fail to recognise how they can use resources, such as, the role play area, sand, water, discovery area and outdoors, to incorporate a mathematical element. Consequently, children have little opportunity to recognise numerals and consider concepts, such as weight, capacity, measurement and quantities. A mathematics area, which incorporates items, such as, peg boards, threading laces, numbers and wooden blocks does not often enough capture the children's interest to develop their curiosity in mathematical concepts.

The programme for understanding the world is weak. Staff give an appropriate focus to celebrating religious festivals, such Diwali and Chinese New Year, throughout the year. However, opportunities for children to learn about people and their communities through a broad range of interesting resources and play opportunities daily are limited. For example, dressing-up clothes, pretend utensils and foods in the role play area do not reflect diversity. Children have a digging area and have planted some flowers to take home and beetroot. However, this area is not available daily for children to use and staff do not place enough emphasis on them learning about the natural world, living things and considering similarities and differences. Babies under 12 months have daily opportunities to freely explore and find out how things work as they use a variety of toys with knobs, flaps, keys, sound, lights and mirrors. However, older children have limited opportunities to freely explore with a varied range of programmable and technology toys.

Staff provide daily opportunities for all children to explore a variety of painting techniques and use their senses to explore resources, such as, cooked pasta, dough and cereals. Children express their creativity and imagination through using musical instruments, small world toys and the role play area. However, the role play area, for all children does not offer an extended range of resources and experiences, such as incorporating opportunities for making marks and an extended range of everyday objects, to further challenge children's learning and play.

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

Clear routines in the baby room and the positive relationships with staff help them to gain a sense of belonging. Babies form close attachments with familiar staff and they feel safe and have a sense of trust. There is an appropriate assigned key person system in place, which means that staff know the children's likes and dislikes and their care needs are met well. Staff work reasonably well with parents and carers to keep them up to date about the children's care needs. For example, children, who are still in nappies have a daily, written sheet with details about meals, sleep and nappy changes.

The resources and equipment are safe and suitable. Staff caring for children, over two years, provide three rooms, which have zones, such as the mathematics, discovery, role play and writing area. However, staff do not use these areas flexibly enough to provide stimulating resources, which are open ended, so that they can be used, moved and combined in a variety of ways. Consequently, planned goals in learning are not achieved often enough and children's learning is not extended or challenged sufficiently.

Meals and snacks are freshly prepared on site, they are healthy, balanced and nutritious and enjoyed by the children. The outdoor area provides children with an appropriate range of opportunities for physical play. Regular hand washing is encouraged to help children to develop appropriate hygiene routines. The environment is kept appropriately clean to prevent the spread of infection. Children's behaviour is consistently managed. For example, they respond well when reminded why they must not run around the room. However, all staff and leaders are not vigilant enough to ensure that children are kept safe and their welfare promoted. For example, the inadequate systems in dealing with identified hazards and the weak risk assessment, which does not identify all hazards in the environment, seriously compromises the children's well-being, safety and welfare.

Systems continue to develop to share information about children's education with the local feeder schools and other settings. However, communication in relation to sharing information with the schools about the collection of children, who attend the out of school provision, on occasions is poor. Consequently, children's safety is compromised.

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

The leadership and management team consists of the two joint proprietors and the manager, who is responsible for the day-to-day management of the setting. The manager is supported by her two deputies and senior in the running of the setting and for overseeing the educational programmes and the supervision of staff. However, the leadership and management team fail to fulfil their responsibilities in meeting the safeguarding and welfare, learning and development and assessment requirements of the Early Years Foundation Stage. This results in poor practice to secure children's safety and well-being, educational programmes, which do not adequately cover all seven areas of learning, weak practice that is not matched to all children's needs and insufficient monitoring of children's progress.

Since the last inspection a concern was received about the setting, on 13 November 2012, about children's safety, staffing and concerns not being appropriately referred on to other agencies. Ofsted carried out a monitoring visit and issued a notice of action to improve in relation to: ensuring staff have appropriate knowledge of children's family circumstances, implementing policies and procedures to ensure that children remain safe, ensuring robust safeguarding systems are in place and that staff fully understand the safeguarding policy and procedures and follow the correct procedures for accidents and incidents. At the inspection, it was found that staff's knowledge of the safeguarding policy and procedures and methods of securing the children's safety remain inadequate. Therefore, children's safety is compromised.

On the 23 April 2013, Ofsted received a concern in relation to a lack of communication, resulting in staff not collecting a child from school in line with the out of school provision offered. The inspection found that communication within the setting, and with other settings, is not consistently effective, resulting in the children's safety being compromised. In addition, it found that children are not kept safe while on outings, this relates to the collection of children from the local schools and settings, by foot and vehicle. For example, although, first aid and vehicle safety requirements are met, risks, such as, assessing the safest route, collection points, taking the children's personal details, mobile telephone and the first aid box, have not been considered. Consequently, practice is poor and seriously compromises the children's safety.

In addition the provider notified Ofsted of a recent accident that had resulted in a child receiving hospital treatment. At the inspection, it was found that poor action had been taken to minimise the identified risk. For example, the outdoor area has had concrete laid and they are waiting to lay the safety flooring. However, leaders and managers have not carried out a risk assessment in relation to its safety and, how, and if, it will be used in the interim. Consequently, there is confusion amongst the staff team about its use and implications for safety. For example, the identified wall has not been made safe, there is raised edging, which is a trip hazard, the metal window guards, hinges and padlocks, protrude from the wall and the drains are not made inaccessible. In addition, indoors, the banisters leading from the ground floor to the first floor are not safe as the gap between the spindles is large enough for a small child to slip through. Electric sockets in the entrance not made inaccessible to children. Therefore, there is poor risk assessment in place to identify, report and deal with hazards and children's safety is seriously compromised.

There are appropriate systems in place to ensure that staff are suitably vetted to care for children. However, there is ineffective monitoring and coaching of staff, resulting in inconsistent practice. Leadership and management do not offer sufficient direction and challenge, self-evaluation is weak and any actions taken to tackle areas of identified weakness have been insufficient or ineffective. Although, there is a written procedure for dealing with concerns and complaints, the provider does not keep a written record of complaints and their outcome. This is a breach in the welfare requirements.

Parents and carers are warmly welcomed on arrival. A notice board and basic prospectus

keeps them sufficiently informed about the setting and its policies. Partnerships with the local feeder schools, other settings and agencies continue to develop to support transition.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- keep a written record, for a period of three years, from the date of complaints including the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)

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	EY408494
Local authority	Staffordshire
Inspection number	916526
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	109
Name of provider	Tiddlywink Nursery (Cannock) Ltd
Date of previous inspection	28/01/2011
Telephone number	01543 505945

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

