

Tinkerbells

Bridge Inn, Leyland Road, Penwortham, PRESTON, PR1 9XR

Inspection date	30/08/2013
Previous inspection date	28/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	1
The contribution of the early years provision to the well-being of children	1	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

- The superb range of independent play choices and well-planned adult-led activities ensures that children make rapid progress in their learning. Teaching is rooted in a very good knowledge of how children learn. Staff skilfully question children and reshape tasks to help them gain the best from their hands-on learning.
- Parents and other professionals and services are effectively engaged, to support children's unique needs. Actions taken contribute to ensuring each child receives robust support and care. This care underpins and contributes to supporting children to make the best progress possible, given their individual starting points and abilities.
- The enthusiastic and caring staff team ensure that extremely good relationships between the children and their key persons are well-established. Consequently, children have formed strong bonds with the adults who care for them.
- Recently revised management systems are providing a more focussed and in-depth evaluation of staff practice across all aspects of the setting. This is enabling staff to implement the settings policies in a more rigorous manner. It means children's safety and well-being is being actively promoted.

It is not yet outstanding because

- For children over two years of age, the lunch times are not used to full effect to allow them to fully develop their very good self-help skills and ability to make independent choices about portion sizes and what they eat.

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 viewed the setting's self-evaluation document and during the inspection, he took account of the views of some of the children and parents.

The inspector viewed children's assessment and planning records, regulatory documentation regarding adults' suitability, children's details, information and

- responses regarding any complaints and concerns received. Safeguarding children and whistleblowing procedures, risk assessments and other safety procedures were also viewed and discussed.

The inspector held meetings with the owner/manager, the baby room manager and the deputy manager. He held discussions with several members of staff including one of the cooks, at appropriate times throughout the inspection.

- The inspector held informal joint observations with several of the staff following children's play, during which the interviewees' understanding of the learning taking place was explored.

The inspector observed activities in the two playrooms, the lunch time routines and children of all ages playing in the outdoor learning environments. He viewed the wide range of equipment being used throughout the premises.

Inspector

Frank Kelly

Full Report**Information about the setting**

Tinkerbells was registered in 2011 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings run by a limited company. It operates from a converted property situated in the Penwortham area of Preston in Lancashire. Children are cared for within two rooms located on two floors. There is also an additional room used for babies' large movement play and where children aged over two years have their lunch. Each floor has an enclosed outside deck to promote free flow play and there is a separate secure area available for outdoor play.

The setting opens Monday to Friday, all year round with the exception of bank holidays. Hours of opening are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 150 children attending, of these 140 are in the early years age group. The setting supports children with special educational needs and/or disabilities. The setting provides funded early education for three- and four-year-old children.

The setting employs 31 members of childcare staff, all of whom hold appropriate early years qualifications. This includes one member of staff who holds Qualified Teacher Status and two members of staff who have achieved Early Years Professional Status. Six members of staff hold a childcare qualification at level 4 and 19 members of staff hold a childcare qualification at level 3. Two members of staff are working towards an additional qualification.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- refine the organisation of routines, such as lunch time, to incorporate opportunities to allow children to practise and develop their self-help skills even further, so they can be more involved in serving themselves and choosing their own food or portion sizes.

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

This is a vibrant and lively place for children to learn and flourish. Children's learning and development are fostered superbly in this beautifully and thoughtfully organised setting. A wealth of equipment and resources presented in imaginative and inviting ways, adds to

the children's pleasure and creates a world they explore with relish. Simple but extremely effective additions to resources, excite the children and help them use a range of their senses. For example, real fruit and vegetables in the older children's role play shop adds interest and excitement to the imaginative play. In the baby room, potatoes in a basket provide new interest and encourages children to develop their physical grasp and curiosity. Throughout the nursery, each area of play provision is organised and resourced with thought and detail. For example, in the malleable sections, children have a range of more unusual items to explore and experiment with. These include tubs of different dried pulses and jars of dried herbs. These provide opportunities to compare texture, shape and size, as children use them to make noises with and experience new or less familiar smells.

Displays are vibrant and created with an excellent focus and purpose. For example, a display about going to school includes a rack of uniforms from local schools, along with pictures and stories about starting school. Children's writing is displayed and staff use this area to engage a group of children in number problem solving. Children not yet moving onto school demonstrate an eagerness and a very good understanding of numbers and simple number problems. They eagerly participate in activities where they count dots on giant domino boards and find the corresponding numeral on another board. Their participation is animated and eager. Their interest is subtly sustained as the adults add a collection of smooth interesting pebbles for children to undertake simple calculation. They delight in working out that two added to three will make five. This simple but effective approach sustains children's interest and helps them develop ways to concentrate at tasks for longer. Most of all it is pleasurable and purposeful to the child.

For those children due to start school in September, staff involve them in some of the activities undertaken with the older children attending the holiday club. This provides an excellent opportunity for the children to join in and develop their confidence in social situations that they are likely to encounter in the near future. Children's learning is fostered further as they participate in activities that present them with greater challenge than is offered to the younger preschool children. For example, they make cubes out of cardboard learning to add a 'b' to the square on the template. Then when all sides are joined it will be the bottom of the box and therefore does not require decoration. While out and about on local walks children stand on the bridge above the train track and talk about and draw what they see. This helps children to look at things in differing ways and helps develop their problem-solving skills and ability to think critically.

This highly effective support is evident across the staff team and the age ranges of all children. For example, children who are two and rising towards three years of age are invited to paint pictures as part of a planned activity by their key persons. However, the children's excitement and desire to explore the texture of paint leads staff to quickly assess and adapt their activity. Staff continue to acknowledge the children's marks and pictures, talking with them about the lines and patterns they are making with their fingers. When an older child shows an awareness of the changes in the colour as the paints become mixed, it leads to children exploring what happens when they mix colours. Staff encourage children to predict and introduce a wide range of language for description, such as 'shade', 'light' and 'dark'. They use the opportunity to encourage the children to problem solve as they ask, 'I wonder what will happen if I mix'. Children enjoy the social aspect of learning together. With gentle and positive praise from the staff the

children are encouraged to share the new colours they have created. Babies have a lovely time in the sunshine as they dab and dash the chalks along the wall mounted chalk boards. They transport the bricks and play figures around in their bucket. They grin broadly at visitors showing them what they have acquired as staff praise their efforts.

A strong focus on children's language and communication is evident throughout the children's day. Preschool children engage in role play as pirates. Staff encourage them to use the correct terms, such as 'galleon' thus developing their range of vocabulary. Staff introduce a range of lively singing sessions encouraging children to participate. They are fully aware how this is promoting the children's prime areas of learning. For example children under two years of age develop their language as they try to form the words. They engage in physical activity irrespective of their mobility as they bounce and rock up and down to the rhythm of the song. They try to do the actions as they 'wind their 'bobbins' and 'tap their hammers'. Children's literacy is well fostered as babies enjoy a well-timed cuddle and a sit on a favourite adults knee to share a book. Older children talk about the characters and events of the current book of the month and staff demonstrate that print carries meaning by recording the children's ideas and comments on speech bubbles. They then display them on the office window. Rising threes enjoy a story about hunting for a bear. They act out the story in the garden and staff add another dimension to the learning by helping children explore the meaning of positional language, such as whether the bear 'over' or 'under' the hill.

Staff plan meticulously for the children. Assessment is precise and based on a very sound base-line assessments which involve discussion with parents and staff observations. These are completed during the initial visits as they get to know the children. Meticulous observations and assessments are undertaken and information is shared frequently between parents and the staff about children's ongoing progress. A summative assessment is completed termly and parents are encouraged to add their thoughts to these documents. A progress check at age two has been created and is very well organised and extremely detailed in content. Staff ensure that they have the key information to support all children including those for whom English is not their home language. The management demonstrates forward thinking and implements effective strategies. This includes staff undertaking training prior to caring for children to ensure they are well-informed about how best to engage and support children's learning.

Children are animated and enthusiastic participants in all activities and extremely busy in their play both indoors and out. The three-year-olds are sociable and enjoy playing alongside each other. For example, they lie together in a line along the bean bag and pull the car mat over them, then race off to build with the blocks. Others fine tune their hand to eye coordination as they attempt to scoop a duck from the water tray. Staff support vigorous play with games of football and balancing on the space hoppers. Babies enjoy exploring how to master the steps of the mini slide or how it feels to go down forwards. Attentive staff support children to take risks but remain close to ensure they staff safe.

The toys, books and visual images throughout the nursery reflect the diversity of today's wider society and promote an inclusive and welcoming environment. Artefacts from around the world, such as wooden masks and slippers made from unusual fabrics, are available for the children to feel. Their attractive presentation encourage the children to

and talk about what they see and feel. Staff consult with parents of children to ensure that their special events and celebrations are shared and reflected within the nursery curriculum. This promotes the children's sense of belonging and fosters an inclusive environment that is accepting of everyone and allows the children to develop positive attitudes towards difference.

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

Staff are welcoming and enthusiastic in their manner when interacting with the children. Consequently, the children enter happily and are eager to share their news, they produce flowers they have collected on route and enjoy discussing where they found them. There are effective systems in place for settling children when they start. These along with the ongoing care routines undertaken by the children's key person; means that strong and secure bonds have been established. Personal care, such as feeding and changing for younger children, by their appointed key person further enhances this. Excellent care plans are put in place for children who have specialist care needs. This includes several staff undertaking relevant training to ensure there is always an adult present who can attend to the child's particular needs. This proactive approach means that children's safety is promoted and that their health and well-being is promoted at all times. The setting works closely with schools to support the children's transitions onto school. There is also close effective partnership being undertaken with other professionals and services. This is to ensure children with special educational needs and/or disabilities are supported fully, to ensure their needs are met fully and they are not disadvantaged. Transitions for all children as they move through nursery are coordinated so that children have regular visits to develop their bonds with their new key person as they move to the next stages of their nursery life.

In practice staff are knowledgeable about children's needs and their preferences. Babies unique eating and sleeping routines are followed with rigour. Staff implement good hygiene procedures and there are secure systems in place to attend to children's individual dietary needs. Children are offered a healthy range of meals and snacks and they learn about healthy diets as staff, on occasions, discuss the benefits of fruit for the children's health and energy. Throughout nursery fresh fruit, vegetables and herbs are grown with the children. For example, on the babies outside decking area, dwarf apple trees and tubs of mint are accessible to the children. Tomatoes and other pot grown vegetables can be viewed in an enclosed area adjacent to their play space. Staff support the children to plant and grow from seed so they learn about life cycles and the needs for water and care to nurture life. In the main garden, older children add things to the compost heap. They can run their hands through the swathes of scented herbs in the herb patch. Fruit trees have been secured along the walls and raised planting beds include more unusual vegetables, such as beetroot. Children learn about nature and their world as they have created bug hotels out of materials including straw and terracotta pots.

Meal times are lively and chatty times during which children enjoy the food served to them. However, the meals are served ready plated and staff do not foster children's already good self-help skills. They fail to provide opportunities for the children to actively serve themselves or pour their own water. In all other respects children enjoy lots of

opportunities to be active. Older children run around, enjoy games of football, ride the wheeled vehicles and play catch. They master their balance and coordination as staff set out balancing lines for them to develop their skills. They run up the raised hill and clamber through the reinforced tunnel below. Babies are encouraged to crawl and explore their world. Staff create activity tents and arrange baskets of resources at floor level so children are enticed to explore what captures their interest. In doing this they are being motivated to move independently, which fosters their health and physical development. It also provides the means to develop their curious nature for future learning.

Children are well behaved at the setting. This is because they are engaged and busy in routines and play. Staff engage children and provide gentle reminders about why their actions may not be appropriate. For example, they remind children not to run down the ramps leading to the garden and to wait while gates are opened and closed. Children themselves show an understanding of keeping themselves safe. For instance, when balancing along a line of crates, they hold their hand out for support from their key person, as they prepare to transfer to the narrower beam.

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

Arrangements for safeguarding children within this provision are good. Recent concerns raised regarding the conduct of a member of staff were reported by the provider to Ofsted and other relevant outside agencies, as soon as she was made aware of them. Immediate action taken by the provider enabled a full and thorough investigation to take place. The actions taken ensured that children were kept safe. Following this the provider reviewed the arrangements for whistleblowing and identified a lack of rigour in the ways the staff followed the procedures. It was identified that this had potentially compromised the effectiveness of the safety and care for the children. She also identified that the ways she had been previously assessing staffs understanding of such procedures required immediate action. Consequently an effective programme to revisit and update aspects of procedures has been implemented. Team meetings and individual supervisions have been conducted on a regular basis. The provider has reviewed the information available to staff on how and who they should report any concerns to, for example, making her personal contact numbers available to staff. This is so they can contact her away from the setting should the need ever arise in the future. All staff have undertaken safeguarding training, including several who have completed a higher level. Subsequently, staff demonstrate a good awareness of the potential indicators of abuse and the ways they should record and report any safeguarding concerns they have.

Recruitment and selection of staff is rigorous and ensures that staff are vetted thoroughly and they have the high level of knowledge and experience the provider is seeking. This attention to detail by the provider means that staff have a high level of understanding about the principles of the Early Years Foundation Stage which in turn is reflected in the quality of the teaching and assessment for children's learning. A robust monitoring of the learning programme and staffs individual understanding is implemented. Managers' monitor the weekly planners for children's identified next steps in their learning and a regular review of the children's learning records takes place by the provider. Training

plans and support are put in place to extend and enhance staff skills in the relevant areas identified and agreed. This makes staff feel valued and they demonstrate a pride in their work and a commitment to the care they provide.

On a daily basis the well-established policies and procedures are implemented consistently by staff which protects the children well. Risk assessment has been conducted and is reviewed regularly as required. Servicing and the monitoring of equipment, such as the fire detection systems is part of the risk assessment process. This also applies to the ways security are managed. For example, adults are on reception at all times and the playrooms doors are fitted with keycode locking devices. Outings are risk assessed and updated should things, such as road works, change circumstances. During outings the children learn about safe ways to conduct themselves and they wear high visibility jackets, which enables them to be seen easily.

Formal self-evaluation is currently being reviewed but the provider and staff demonstrate clearly the ways they are engaging with parents and the early years team to develop the quality of the service and provision. Recommendations from the last inspection have been met fully. This includes the excellent development of the outdoor play space and staff have instigated various ways to engage parents further in their child's ongoing learning.

A wealth of information for parents is available throughout the setting and parents comment that the updates about their children's learning are valued. Daily exchange books provide information about the children's routines and provides one of several ways that messages are shared between staff and the parents. Key persons have their own e-mail address which parents are encouraged to share information about current home learning. Daily discussions, digital photograph frames and regular parent/key person meetings are undertaken. The ways the setting works with other professionals and services make a strong contribution to meeting children's unique needs. It ensures appropriate interventions or information is shared. This supports all children to make good progress given their individual starting points and helps to prevent them being left behind.

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	EY426381
Local authority	Lancashire
Inspection number	928746
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	114
Number of children on roll	150
Name of provider	Tinkerbells Nursery Limited
Date of previous inspection	28/02/2012
Telephone number	07882 410 784

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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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