

Tiddlywinks Pre-School

Stretham Primary School, Wood Lane, Stretham, ELY, Cambridgeshire, CB6 3JN

Inspection date	06/09/2013
Previous inspection date	04/02/2010

The quality and standards of the early years provision	This inspection:	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

- Children are active learners who respond well to staff's effective and enthusiastic interactions. They make good progress as a result of accessing an array of well-planned learning experiences, which reflect their individual interests, starting points and capabilities.
- A highly effective key person system enables all children to form very secure emotional attachments with their key person and other staff. As a result, children are eager to attend the pre-school and approach their learning with good levels of confidence.
- Partnership working with the host school is particularly strong. This means that staff work in close unison with teachers to share information and ensure children experience a very smooth transition into school.
- Staff work together as a cohesive team. They make effective use of self-evaluation and ongoing training to build upon their good practice and ensure children continue to benefit from improvements made at the pre-school.

It is not yet outstanding because

- There is scope to exchange more information with practitioners at other local pre-schools and nurseries to ensure children experience even greater continuity in their learning across the different settings they attend.

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 main playroom, smaller side room and the outdoor learning environment.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector engaged in discussions with staff and children at appropriate times and spoke with the headteacher and a teacher from the host school.
- The inspector looked at children's assessment records, planning documentation, displays of photographs and some written policy documents.
- The inspector held a meeting with the manager and checked evidence of staff's suitability and qualifications.

Inspector

Sarah Clements

Full Report

Information about the setting

Tiddlywinks Pre-school registered in 2009 following a move into new premises. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained classroom within Stretham Community Primary School, close to Ely in Cambridgeshire. The pre-school is managed by a voluntary committee made up of parents and teachers from the host school. It serves the local area and is accessible to all children. Children have access to two playrooms and make use of the school hall and associated facilities. There is an enclosed garden available for outdoor play.

The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until 12pm. Children attend for a variety of these sessions. There are currently 20 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- strengthen partnership working with the other early years settings that children attend, particularly nurseries and other pre-schools, so that children benefit fully from a shared understanding about their needs and common approach to supporting their learning.

Inspection judgements

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

Staff foster effective opportunities to exchange information with parents and take time to observe children closely during their initial settling-in sessions. This enables them to form a full picture of each child's starting points, interests and learning styles and means that they can plan to promote their learning needs from the beginning. The continual use of observation and assessments, including the progress check at age two, ensures that any gaps in a child's development are quickly identify and effective support is initiated. As a result, children make consistently good progress towards the early learning goals and receive support that is tailored effectively to reflect their individual needs. Staff actively encourage parents to contribute to their child's learning journey record, with several parents providing family photographs and adding their own comments. Parents are kept well informed of the pre-school's learning initiatives though discussions, displays and open

events. This promotes a consistent approach to supporting children's learning and development as parents gather ideas to enable them to enhance their child's learning at home. For example, parents willingly support the pre-school's 'colour of the week' theme by encouraging their child to find yellow objects while at home. In addition to this, a book lending scheme fosters children's ability to choose books to read with their families at home and helps to widen their literacy skills in preparation for school.

Children are curious and imaginative learners. They enjoy the freedom they have to move freely between the indoor and outdoor environments, giving them good opportunities to make choices and initiate their own play and learning. For example, after enjoying a book about fish from the story sack, children are free to extend their interest by going outside to play in the water. Staff are consistently attentive to children's needs. They spend much of their time interacting directly with children and make skilful use of carefully-framed questions to extend and challenge their thinking. For example, they ask children to calculate how many aprons they require during a group cooking activity and encourage them to clarify how many more they need when others join the group. This prompts their practical mathematical thinking and helps to consolidate their counting skills. Children's communication and language skills are effectively promoted. Staff give children plenty of time to talk and ask questions to widen their discussions. As a result, conversation flows well amongst children, particularly during discussions about their holidays and their experience of travelling on a boat.

Children benefit from continual access to the pre-school's well-resourced outdoor space. Here, they enjoy exploring sand and soil, using a variety of tools and resources to dig, scoop, sieve and flatten the materials. Staff are skilful in creating challenging opportunities for children to develop themselves physically. For example, children refine their balance and coordination as they carefully walk on the low 'monster feet' stilts. They develop strength as they work together to lift empty crates, before steadily climbing onto them. The indoor role play area is particularly popular with children. Staff take time to provide a varied range of interesting props, which are often based on real, everyday objects. For example, children learn about the uses of everyday technology as they use telephones to order new stock for their shop and press the buttons on the cash register to open the money drawer. The role play area is adorned with several printed labels, signs and menus, which help children to develop a strong understanding that print carries meaning. In the main, children are encouraged to practise making marks and to write for different purposes throughout the continuous provision. Older children are keen to write their names on their finished drawings and occasionally record appointments in a diary. Staff provide skilful support to move children forward in their literacy development as they regularly repeat letter names and phonic sounds. As a result, children are preparing well for the next stage in their learning.

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

Children are very happy and relaxed in the pre-school's welcoming and child-friendly environment. They demonstrate a strong sense of belonging as a result of the highly secure attachments they establish with their key person and other staff. There is a gradual approach to helping children to settle when they first join the pre-school. This includes a

visit by the key person to the child's home and flexible arrangements for the child's first sessions. Since the last inspection, staff have widened the range of information they gather from parents to ensure there is a stronger focus on finding out about children's interests. This means that they know more about children's learning styles and can provide resources that reflect each child's favourite things. For example, parents provide photographs and other special items for children to keep in their own treasure box at the pre-school. Children take great comfort from looking at these and often share them with their key person when they become a little unsettled. As a result, strong, reassuring relationships are also further promoted.

Children frequently seek staff's attention to share their artwork and the models they construct. Staff take time to foster their sense of achievement by praising them heavily and showing a genuine interest in what they say and do. Behaviour is very positive and children learn to play cooperatively together. For example, they remind each other that 'sharing is caring' when taking turns with the pens and pencils. Staff encourage children to consider how their actions can make others feel through regular discussions. The careful organisation of the facilities and resources has a positive impact on children's ability to be independent and to develop a secure sense of responsibility. For example, they know where to find a dustpan and brush when they decide to help with sweeping up the sand. When it is time for children to move on to school, they are well prepared for the change and approach it with great confidence. This is because staff offer children regular opportunities to spend time in the host school, having lunch and listening to stories. In addition, teachers from the school are invited into the pre-school very regularly, so children can meet them and start to form new attachments.

Children's health and well-being is effectively promoted. The outdoor environment is put to good use to ensure children have daily opportunities to be active and to exercise in the fresh air. Children are well nourished. They readily pour drinks of water or milk to keep themselves hydrated and help to mix, chop, spread and peel when preparing a healthy mid-morning snack. Staff provide sensitive support to meet the needs of children, who are learning to use the toilet independently, ensuring they can access the facilities easily. A sing-along to a jolly song about brushing teeth and a visit from a dentist provide meaningful opportunities for children to learn about good personal hygiene routines. Children are also taught how to move safely around the pre-school. They take part in supervised activities, which help them to learn how to use tools, such as scissors and safety knives, in a safe manner. Children's good awareness of risk is demonstrated as they remind others to put on a seat belt when playing in the imaginary car. Visits from the local police and fire service go further to enhance children's understanding of important safety messages.

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

Children's welfare is a high priority with staff who undertake regular risk assessments and thorough daily checks of the indoor and outdoor environments. This ensures that children continue to play in very safe and secure premises. Staff have a good knowledge of child protection issues and take effective steps to protect children from harm. For example, the

pre-school's safeguarding children policy is well understood by all staff and is shared readily with parents. It is included as an important part of the induction process for new staff and ongoing safeguarding practice is always discussed during staff meetings. Consequently, children are well protected if there is a concern about their welfare. The recruitment of staff involves a range of robust checks to make sure children are cared for by suitable people. The small staff team works very successfully together to ensure sessions run smoothly. This is particularly evident when a member of staff is absent because the remaining staff pull together quickly and deploy themselves effectively to ensure children continue to receive good levels of direct support. There are good arrangements for monitoring and reviewing the practice of staff and the management are effective in tackling any aspects of underperformance. Staff access plenty of ongoing training to further enhance their skills. As a result, they are confident in their roles and children are well supported by qualified, skilled and knowledgeable staff.

There are strong, supportive relationships with parents which are strengthened by the effective key person system. Parents are keen to get involved in pre-school life as they are encouraged to volunteer during sessions and invited to share their expertise and experiences with children. This provides them with first-hand knowledge of how the pre-school operates and how their child's progress is promoted. Parents express gratitude for the care their children receive and speak highly of the progress their children make at the pre-school. Partnership working with the host school is highly effective, with a regular two-way flow of information to support children's transition when they move on from the pre-school. The management is keen to foster links with the other local early years settings attended by children alongside the pre-school, with some information being exchanged with childminders when they collect children. However, these partnerships are not fully established with some other nurseries and pre-schools to enable all parties to exchange relevant information about children's learning. This means continuity in some children's experiences and progression across the different settings they attend is not fully optimised.

The management and staff demonstrate good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. The arrangements for observing and assessing children's progress are regularly reviewed, ensuring these remain effective in identifying and narrowing any gaps in children's achievement. The management continuously seeks opportunities to evaluate and enhance the provision for children. They monitor the educational programmes well to ensure children continue to be engaged and challenged in their learning. For example, when staff notice that children are more interested in digging in the soil than exploring the new 'bug bed', this is relocated and more digging tools are provided. Reflective discussions are frequently held amongst staff and parents often contribute their ideas via questionnaires. This ensures that their views are fully considered in the pre-school's overall self-evaluation. Consequently, the pre-school has a clear vision for the future, with a well-targeted range of planned improvements identified. For example, staff have ambitious intentions to install a canopy in the outdoor area to enhance opportunities for children to play comfortably in all weathers.

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	EY397467
Local authority	Cambridgeshire
Inspection number	907615
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	20
Name of provider	Tiddlywinks Pre-School Committee
Date of previous inspection	04/02/2010
Telephone number	01353 648 858

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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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