

Tiggy Winkles Day Nursery

Tiggy Winkles, Turnhouse Road, BIRMINGHAM, B35 6PR

Inspection date	09/09/2013
Previous inspection date	11/04/2013

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

- Staff provide a wide range of enjoyable activities that support children's good progress in their learning and development.
- A wide range of good quality resources support children's imaginative play and learning.
- Key persons help children to feel secure, so that they form strong attachments. Children are well behaved because staff promote their good behaviour competently.
- Safeguarding procedures are followed effectively by managers and the policies are understood by all staff. Consequently, children's safety is given a high priority in the nursery.
- Good partnership working with parents and other professionals ensures that children receive tailored support to make consistent progress in their development.

It is not yet outstanding because

- Children's independence skills are not always promoted through the daily routines.
- The self-evaluation does not always take account of the views of children, in order to make changes based on their suggestions.

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 held discussions with the manager and spoke with staff and children.
- The inspector sampled documents, including children's records and reviewed the self-evaluation of the nursery.
- The inspector spoke with parents on the day.
- The inspector observed activities in base rooms and during outside play.
- The inspector carried out a joint observation with the manager.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Tiggy Winkles Day Nursery was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This is one of two nurseries in this area owned and managed by The Merlin Venture Limited, who are a non-profit social enterprise company. The nursery is situated in a single-storey building within the grounds of Pegasus Primary School in the Castle Vale area of Birmingham. It serves the local area and is accessible to all children. The nursery operates from three rooms and there is an enclosed area available for outside play.

The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3. The nursery also offers before and after school care during term time and a holiday play scheme during all school holidays.

The nursery opens Monday to Friday from 7am to 6pm all year round, except for one week at Christmas. Children attend for a variety of sessions and there are currently 59 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend children's independence skills through all routine activities, including at lunchtime. For example, by providing opportunities for children to serve food themselves.

- build on self-evaluation to take account of the views of children to further assist in identifying areas for future improvement.

Inspection judgements

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

Staff provide activities that involve all children at some stage and this supports their learning in all areas. In the baby room, frequent singing of nursery rhymes supports children's language skills well. Some toddlers join in with actions as they look intently at

staff and attempt to sign as they sing. Staff competently promote independence skills for these young children as they encourage them to join in with putting away resources. Children are self-assured as they help themselves to their individual bottles or beakers illustrated with pictures that are easily recognisable. Initially, staff plan for children's individual learning by working with information obtained from parents. For example, they are informed about what children know and can do when they start in the nursery. Staff build on children's skills by using information from observations and they then plan for future learning to support children's progress effectively.

Activities are planned and delivered by staff as they observe children's preferences during free play. They identify where children need support, for example, to sort objects according to the colours. Staff provide group activities in which all children are encouraged to name colours and they praise children consistently for achievement. Staff provide challenge during the activity and give support sensitively to those children, who are not yet confident and secure in their knowledge. For instance, prompts are included by hinting at the first letters in names of colours and children respond appropriately. Staff provide peer support for colleagues and comment on ways in which the delivery of activities can be improved. Managers review planning and assessments, resulting in feedback that supports children's learning and development consistently. Therefore, children make good progress over time.

Staff assess children's achievement regularly and share the information with parents, who record positive comments in their child's learning journals. The partnership work with parents supports children's learning well, as staff and parents discuss different ways to continue with activities. For example, parents say that children aged under two years enjoy looking at books and staff read to children daily. Progress checks for children aged two years are completed as soon as possible so that early intervention can be made if this is necessary. Consequently, children receive tailored support, for example, with their speech and language skills.

A wide range of good quality resources support children's exploratory play in the nursery. Children have access to toys and equipment that support all areas of learning. For instance, children aged two years play at the tray with materials, including pasta and rice. They talk about their home experiences, such as the pasta meals that they enjoy. They are prompted to name a selection of shapes by staff, who join in with their play. As a result, children benefit from staff involvement as they introduce mathematical language to talk about big buckets. Children who speak English as additional language are developing clear understanding of what is said as they make progress in their language skills. Children are prepared for the next stage in learning very well. Staff deliver activities that make children aware of what to expect when they start school and detailed transition forms are shared with new settings.

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

Children enjoy their time at the nursery where they form strong attachments to staff. Key persons liaise with parents to ensure children's individual needs are effectively met. The routines of children aged under two years clearly reflect the arrangements with parents. For example, some children are allowed to have comforters, such as their personal blankets at sleep time. As a result, the transition into the nursery is stress-free and children feel secure. Children play well with peers and are confident as they take the initiative to talk with staff and others. Staff clearly explain what is required of children, for example, to refrain from throwing sand at others. Therefore, children learn the boundaries of behaviour and are well behaved. Frequent praise and stickers are part of the reward system that maintains children's cooperation and encourage learning. Children are well aware that stickers are available and at times request these for completing a task. They proudly choose from a wide selection and stick these to their clothing.

Mealtimes are well supervised as staff sit at tables with children while they eat freshly-cooked meals. They are learning about the benefits of healthy eating as staff talk about the reasons for eating the vegetables. Pre-school children know the routine as they collect their plated food from staff at the trolley and they take these back to their places. Their self-help skills are generally well promoted. However, daily routines are not always used effectively to fully support children to develop their independence. For example, children are not supported to serve themselves at lunchtime.

Children learn to keep themselves safe as they blow on hot food and ask for help if they struggle to cut food into smaller portions. Children are challenged to take sensible risks with effective support. For example, children aged under two years hold on to staff as they bridge the gaps between stepping stones during outside play. Some children have developed the skills of moving from one to the other stepping stone. Others are hesitant and need more encouragement from staff to complete the course. Children have fun as they ride bikes, mount the steps of climbing frames and explore the castle. As they engage in these activities children develop an awareness of the effects of exercise on their bodies.

Quiet periods provide opportunities for children to listen to stories, sleep or play with peers, so that they enjoy restful activities. The arrangements for moving children through the nursery are managed well as they settle easily into new base rooms. Taster sessions are continued until children feel comfortable in the older age groups. As this is a small nursery children know other room staff and quickly form good relationships with them.

Children's security is maintained due to the controlled access to the premises. Close circuit television is used to identify visitors at the entrance and interconnecting doors to the school are shut at all times.

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

The safeguarding arrangements in the nursery are good. The management team implement robust child protection procedures. For example, they notify incidents to the

relevant authorities. Risk assessments and comprehensive measures ensure that the likelihood of recurrences of incidents is reduced considerably. The manager has completed the training for designated persons and is clearly informed about her responsibilities with regard to staff and children. Staff understand their role to protect children at all times and are informed about procedures to be followed if they have concerns regarding children in their care. Robust recruitment procedures ensure that adults are suitable to work with children and staff sign an annual disclaimer. This includes information that reflects their ongoing suitability, such as health issues that might affect their work with children. Ratios of adults to children are consistently maintained and staff are effectively deployed to support children's learning and care.

The manager has a good understanding of the requirements of the Early Years Foundation Stage. For example, she shares responsibility with the deputy manager for monitoring staff practice. Risk assessments are reviewed rigorously every quarter. Performance management is working effectively in the nursery. For instance, staff benefit from annual appraisals to identify their individual strengths and to target improvement in their practice. Regular training, such as child protection and first aid, is encouraged for all staff. Supervision arrangements are in place for all staff, to discuss any aspects of their key person role and where they need support. Currently, a member of staff is available solely for helping colleagues with planning and meeting the learning and development requirements. Consequently, practice is improving continuously across the nursery to promote children's learning more effectively.

During team meetings, staff and managers hold discussions that contribute to the self-evaluation of the nursery. Staff identify the cohesive team as one of the strengths of the nursery. Comments from parents are reviewed regularly to address any suggestions for improvement. However, when staff evaluate activities they do not always involve children in this exercise, so that they can make changes based on children's suggestions. This means that the self-evaluation does not always take account of the view of children. In turn, children's views are not linked to staff's perceptions of where improvements are needed. The management team have plans to develop the outside play space, so that children's physical skills can be developed through the use of a wider variety of equipment.

Partnership working with parents is good and staff share information daily about activities and care. Policies and a suggestion box are readily available in the reception area at the front of the nursery. Parents are happy with the nursery and the progress their children make. For example, they are pleased with the progress in their children's language skills. The manager has recently started a steering group to ensure that parents are more involved in the nursery. She believes that such a group will support parents to develop a clear understanding of the Early Years Foundation Stage. Staff work at raising awareness about healthy drinks with parents and some are responsive to their suggestions. Managers and staff work well with other professionals to ensure that children get the support they need for their learning and care. For example, they invite health professionals to visit, so that they can discuss children's individual needs. As a result, early intervention is put in place for children who need additional support. The nursery does not currently care for children who attend other settings. The manager is fully aware of the importance of liaising with other early year professionals to ensure children receive good support.

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	229081
Local authority	Birmingham
Inspection number	933252
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	59
Name of provider	The Merlin Venture Limited
Date of previous inspection	11/04/2013
Telephone number	0121 747 2186

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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