

Tiddlywinks Nursery (Cannock) Ltd

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

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| Inspection date | 20/12/2013 |
| Previous inspection date | 30/04/2013 |

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| The quality and standards of the early years provision | This inspection: | 4 |
| | Previous inspection: | 4 |
| 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

- Staff do not ensure that all aspects of the premises, environment and equipment are safe and fit for purpose. This does not safeguard children.
- Staff do not consistently support children's learning, manage their behaviour or provide them with a balance of purposeful, child-initiated play, which encompasses their interests. Therefore, children are not making sufficient progress in their learning and development.
- Children are not forming strong attachments to their key persons and do not enjoy smooth transitions during the routines of the day. This does not promote their emotional well-being.
- Leadership and management is poor. Parents are not consistently informed of all new policies and procedures and the monitoring and evaluation of the teaching and children's learning is not effective. This does not meet children's individual needs.

It has the following strengths

- Records with regards to accidents and incidents and complaints are maintained appropriately and all children are developing their physical skills.

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 playrooms and in the outdoor play area.
- The inspector held meetings with the provider and manager of the provision.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector spoke with staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, risk assessments, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the providers self-evaluation and action plan.

Inspector

Dianne Adams

Full report

Information about the setting

Tiddlywinks Nursery (Cannock) Ltd was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a converted, domestic building in the Cannock area of Staffordshire and is privately owned. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 and 3 and two staff have an early years degree. The nursery opens seven days a week, all year round, except for bank holidays. Children attend for a variety of sessions, which are from 6am until 10pm. There are currently 130 children attending, of whom 105 are in the early years age group.

What the setting needs to do to improve further

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

We will issue a Welfare Requirements Notice with a completion date of 30 January 2014 requiring the provider to:

ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, in this instance the example is with specific regards to unlocking fire doors each morning and securing the metal window grills

ensure the premises and equipment is fit for purpose, for example, in this instance this refers to nappy changing mats, the temperature in the sleep room and drink bottles used by younger children

ensure all staff develop the necessary skills to manage children's behaviour effectively, taking into consideration the age of the child and stage of development

ensure each child is assigned a key person as they move from one playroom to another, in order to tailor the care and learning to meet each child's individual needs and offer a settled relationship for the child and parents

improve the supervision provided for staff to ensure they understand and agree targets set to improve their practice and receive effective support, coaching and training, especially when new procedures are implemented, in order to promote the interests of children

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

- include the name of the special educational needs coordinator in the equal opportunities policy that is shared with parents
- ensure there is a balance of purposeful, challenging, child-initiated play opportunities for all children taking into consideration their individual learning needs, age and stage of development and particular interests
- improve the interactions between adults and children to prepare children for the next stage of the routine and guide and support the characteristics of effective teaching and learning
- ensure staff understand the level of all children's achievements and consistently discuss this with parents, in order to effectively shape learning experiences so that all children make good progress in their learning.

Inspection judgements

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

Teaching is poor. Staff have an unclear knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. They lack the skills to promote the seven areas of children's learning in sufficient depth and breadth. This results in children not developing appropriate skills to prepare them for their next stage in learning. A new planning system has been introduced, which ensures staff observe children at play and generally know what children can and cannot do. The key person records observations in children's development folders and uses the information to identify and plan for children's individual learning priorities. However, assessment is not consistently rigorous and staff are not confident about the decisions made by the key person to extend and support children's learning. In addition, staff do not actively observe children's learning during the settling-in period. This results in activities not being shaped by staff to meet the individual needs of all children and gaps in children's learning show little sign of closing. For instance, although some older children are making less progress in their communication and language, staff do not provide sufficient challenges for them to hold a conversation or use language as a means of widening contacts while exploring sand.

Staff discuss children's individual needs and what they have enjoyed doing with parents and carers during everyday discussions and at planned parents evenings. However, staff are not consistently engaging with all parents to regularly share their children's achievements and learning priorities. For example, some parents indicate they have not explored the observation, assessment and planning for their child's learning and some have not been given the 'Target and development' sheet which staff use to record and share children's learning priorities each term. This does not keep all parents informed about their child's progress and does not support all parents to continue their child's learning at home.

Throughout the nursery there is a lack of purposeful, child-initiated play. Activities are planned and led by adults, who do not tune into the interests demonstrated by children. For example, even though children aged from two to three years are actively engaged in exploring sand and water in the creative playroom, staff tell them to stop what they are doing and take them into a different playroom at a given time. Children are given no explanation and are not prepared for this sudden change, which continues throughout the day with children of all ages. This does not promote the characteristics of effective learning and results in children becoming frustrated and not enjoying satisfaction in achieving their own goals. Once being taken to another playroom, some children show disinterest in their learning. Due to poor interactions between themselves and adults they flit from activity to activity, not maintaining their focus or enjoying their learning. In addition, staff do not provide younger children with sufficient and plentiful resources for them to make their own choices or decisions in their play. For example, younger children are provided with limited pencils and paper at the mark making table and struggle to use the pencils because they need to be sharpened. When children eventually get bored with the

activity staff immediately put the paper and pencils away. This prevents children from independently accessing the activity again by choice and does not support their self-confidence.

Since the previous inspection staff have improved the support they give to older children to develop their skills for mathematics. Older children enjoy emptying and filling different size containers in the water and sand and benefit from hearing staff use mathematical language during their play. For example, staff talk to children about making big and small sandcastles. Children show perseverance in their play and show pride in their achievements when being praised by adults for making a 'jelly sand-pie'. In addition, younger children enjoy sitting together on the floor to sing familiar nursery rhymes and listen to stories. They enthusiastically join in and show excitement while moving their bodies to the music and rhythm. This helps develop their physical skills.

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

The key person arrangements are not effective. Therefore, children's emotional well-being is not promoted. Before attending, children and their families benefit from visiting the nursery and getting to know staff and their key person. However, when children move from one playroom to another they are not assigned a new key person immediately. Therefore, they are not settled by staff who are confident about their learning. This results in children's care and learning not being tailored to meet their individual needs. For example, when a child settling into the Toddlers room struggles to understand why she can't participate in a mark making activity, there is no familiar adult to share the feelings of stress and frustration. This does not emotionally prepare children for their transitions within the nursery and does not promote secure attachments.

Staff do not manage children's behaviour appropriately. Their expectations of children of all age groups are often too high and not appropriate for their age. For example, children aged from one to three years are expected to sit for very long periods of time participating in one activity after another such as, eating snacks, listening to stories and singing rhymes. Staff are not skilful at recognising the eventual lack of concentration demonstrated by children and they continue with the activity. This results in children losing interest, distracting others and eventually wandering away. In addition, staff present older children with stickers for good behaviour after listening to a story, even when they have been disruptive and staff constantly tell older children they are making the adults sad, rather than giving clear explanations as to why their behaviour is not acceptable. This does not support children to learn how to manage their own behaviours and feelings appropriately.

The premises, environment and equipment are not maintained safely and does not protect children's health or well-being. For instance, staff use a ripped changing mat when changing younger children's nappies, which cannot be kept clean and is not fit for purpose. The temperature in the downstairs sleep room is cold and staff do not use a thermometer to monitor the change in temperature, especially when the door to the outdoor area, next to the sleep room, is left open. In addition, younger children access water bottles brought in from home. Some are identical and cannot be distinguished by

children and some contain milk, which is not refrigerated or changed during the session. Nevertheless children do enjoy a variety of fresh fruits at snack time. Older children develop their independence as they are selected to give out plates at mealtimes and help themselves to foods served in large dishes. All children enjoy increased opportunities to play outdoors, which enables them to access fresh air and exercise. Younger children demonstrate their confidence as they wave goodbye to parents and greet each other on the way outdoors.

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

Staff do not fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. This results in breaches that have a significant impact on children's safety and well-being. In addition, two requirements of the Childcare Register are also not met. The inspection took place following concerns raised to Ofsted about the safety of children, the cleanliness of the premises and the lack of purposeful educational activities. The inspection found that the risk assessments carried out by staff are not effective and do not maintain children's safety. Although, the nursery has made safe all the hazards identified at the previous inspection, they have not continued to check and minimise all aspects of the environment that pose a risk to children. For example, staff do not ensure all fire doors are unlocked at the beginning of each day and the metal grills protecting windows upstairs are not fastened securely. The inspection also found that some aspects of the premises, equipment and environment do not maintain children's good health and well-being and staff are not confident in meeting the individual needs of all children attending. Nevertheless, staff are recruited safely and checks are obtained to ensure they are suitable to care for children. Staff demonstrate a suitable understanding of child protection procedures and are familiar with the signs and symptom of child abuse and know what action to take if they have any concerns about a child's welfare. The nursery records this information in a written safeguarding policy, which is shared with parents and staff. All complaints, accidents and incidents are recorded appropriately and the setting has improved how they communicate within the setting and with other settings, such as school, with regards to older children who attend before and after school.

Leadership and management within the nursery is weak. Although, staff are appropriately qualified to meet their roles and are provided with some training events organised by managers, weaknesses in the quality of teaching across the nursery and the impact on all children's learning is not clearly identified. Staff receive regular supervision from managers, but are not confident about their individual targets to improve their practice. In addition, managers do not check that new ways of working such as, observing, assessing and planning for children's learning, have been understood by all staff and consistently implemented. This does not foster a culture of mutual support and teamwork and results in an inconsistent approach from staff to children's learning, with some children not making sufficient progress.

Self-evaluation is poor. Although, some steps have been taken to address some actions raised at the previous inspection, staff have not continued to identify or effectively tackle

the most significant areas of weakness. Staff endeavour to develop positive relationships with parents. The nursery offers a flexible service, which is welcomed by parents and has begun to seek parents views both verbally and through written questionnaires. All policies and procedures are updated and shared with parents. Although, the special educational needs policy shared with staff is adequate, the separate policy shared with parents does not include the name of the special educational needs Coordinator. Links with some parents are further hindered by the lack of information sharing with regards to their children's learning and development. This does not keep all parents fully informed and does not ensure the needs of all children are met. Despite this, parents spoken to on the day of inspection are satisfied with the service provided. They state that they benefit from the flexible hours offered to them and comment on the friendly and approachable nature of the staff. Overall, parents feel well-informed about what their children have been doing during the day and of any significant events, such as accidents. Some parents feel children now benefit from playing outdoors and would like to see more experiences planned for children in the community.

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 childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | 943127 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 49 |
| Number of children on roll | 130 |
| Name of provider | Tiddlywinks Nursery (Cannock) Ltd |
| Date of previous inspection | 30/04/2013 |
| Telephone number | 01543 505945 |

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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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