

Tiddly Winks Nursery

Hooley Hall, Emlyn Road, Redhill, Surrey, RH1 6EW

Inspection date

31/03/2014

Previous inspection date

29/11/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

- Children's safety is compromised because risk assessment processes are not sufficiently robust. They do not identify and address all potential hazards that the children are exposed to, such as organisation and safety of equipment and ensuring safe evacuation in the event of an emergency.
- Staff are not effectively deployed, nor sufficiently vigilant, when supervising children and therefore children's safety and well-being is compromised.
- The provider has not ensured that there are effective systems in place to monitor and assess individual children's progress and plan for their next stages of learning.
- The quality of teaching and planning is inconsistent across all areas of learning which means children are not challenged sufficiently during activities in order to help them progress adequately.
- Current self-evaluation systems are not robust enough to identify and address key weaknesses in practice.
- The systems to provide staff with regular supervision, support and coaching are not sufficiently robust and therefore provide insufficient opportunity to staff to discuss children's development and practice issues to improve personal effectiveness. These weaknesses undermine the quality of children's learning.

It has the following strengths

- Children are settled, form secure attachments with the friendly staff and confidently go

to staff for cuddles and reassurance when required.

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 children of all ages and viewed all rooms used.
- The inspector discussed nursery practice with the owner and manager.
- The inspector took into account the views of parents spoken to on the day.
- The inspector sampled documentation, including the nursery's self-evaluation, their policies, procedures and children's developmental records.
- The inspector carried out a joint observation with the manager.

Inspector

Ann Gudde

Full report

Information about the setting

The nursery was first registered in 1986 and operates from a converted building in Redhill, Surrey. All children have access to a secure outdoor play area. The setting is open from 7.30am to 6.30pm on Mondays to Fridays for 51 weeks a year. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting currently has 112 children on roll, all of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting receives funding for the provision of free early education for children aged two, three and four years. There are 23 staff on roll, of these 16 hold relevant childcare qualifications.

What the setting needs to do to improve further

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

- ensure premises are fit for purpose, equipment and play structures are safe for children to use and comply with health and safety legislation, with particular regard to the castle, tree house, corridor and outdoor area
- implement a clear and well-understood policy and procedures, for assessing any risks to children's safety, and review risk assessments regularly to ensure the risk is removed or minimised
- ensure staffing arrangements adequately supervise children and decide how to deploy staff to ensure children's safety and their needs are met
- establish ongoing assessments as an integral part of children's learning and development process, respond effectively to regular observations about children's progress and address any learning and development needs
- ensure that regular staff supervision takes place with the manager and all staff, to identify any training needs, to discuss child development issues and to help the professional development of staff
- improve the planning and organisation of activities to provide interesting and challenging experiences that consistently meet the needs of all children and cover all areas of learning, based on their interests, stages of development and differing styles of learning
- take reasonable steps to ensure the safety of children, staff and others on the premises in the case of fire or any other emergency, with particular regard to the upstairs loft area
- ensure the systems used to foster continuous improvement are robust and drive improvement quickly; make sure that self-evaluation identifies key weaknesses and monitors staff practice and development, and that priorities and targets for improvement are based on rigorous monitoring of practice.

Inspection judgements

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

Staff are caring and children are confident and happy within the nursery. Parents provide staff with information about their children's starting points on an 'All about me' form. The

key persons use this information, together with their ongoing observations of children to help plan for children's continued progression. However, staff planning does not adequately cover the seven areas of learning or sufficiently challenge children, especially those who are older. This results in the children not being as well prepared for their next stage in learning as possible. In addition, not all developmental records are consistently completed or monitored effectively. This means staff cannot accurately and consistently assess children's current stage of development or identify their next steps in learning. Although the key person generally knows and supports their key children well in their absence other staff are not aware of the areas targeted for development. Therefore they cannot promote a cohesive approach to learning and maintain continual developmental progress.

Staff do complete the progress check for two-year-old children, incorporating information from the parents. This includes details of children's strengths and areas to target for further development. This means that staff are able to identify any areas that would benefit from early intervention and support children's ongoing development. Staff seek specialist help to support children with additional needs. For example, they liaise with speech therapists, paediatricians and the children's centre. The key person then incorporates the techniques shared by these professionals to promote inclusion and support children's learning.

Staff in the baby room stimulate the children well. They provide a range of activities that develops their investigation and exploration skills. For example, they encourage messy play by getting to children to use their bodies to explore textures, such as corn flour. Staff encourage children with English as an additional language to join in age appropriate repetitive rhymes and colour naming. Staff praise children and children clearly enjoy this activity and laugh. This enhances children's learning of English and develops their vocabulary.

Children actively explore their environment. Small world toys are varied and enjoyed with pleasure by many children as they use their imagination. Staff play alongside the children. They encourage sharing and conversation amongst the children to develop their personal, social and emotional development. Staff play with children in the home corner. They role model good language and stimulate conversation to improve children's language skills. Staff encourage more timid children to become involved and this increases their confidence. There are cosy areas available for children to sit and read for themselves or have stories read to them by staff.

Staff use activities to support children's learning of health eating. They make attractive displays showing fruit and vegetables and help children develop their creative and physical skills. For example, staff help children use scissors and glue appropriately to make different fruits and vegetables from tissue paper and stick them onto a paper plate. Staff encourage children's vocabulary and language development as they talk about colour and size. However, these activities were not effectively planned by staff. For example, staff do not consistently extend children's knowledge of numbers. They do not encourage children to 'write' their names on their work, to help develop their pre-writing skills.

The outdoor areas provide a range of stimulating equipment to promote children's physical

development. However, staff are not always vigilant when supervising children and do not consistently reinforce how to use the equipment appropriate to prevent dangerous climbing. Children enjoy taking part in planting activities and playing with a range of natural materials. For example, staff engage with children while they play in the sand pit. They ask 'where does sand come from?', which leads to children talking about their holidays. These experiences enhance their understanding of the world. Staff encouraged children to sort balls by colour as they help tidy them away. This helps develop their vocabulary and awareness of colours. However, the planning of activities and resources for the outdoor area does not effectively cover all areas of learning. For example, there are fewer resources available to promote early writing, numbers and shapes or cosy areas to sit and read to encourage children's literacy skills.

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

Staff demonstrate an understanding of child protection issues. However, staff are not sufficiently vigilant of children or safety procedures within the nursery to safeguard their welfare and well-being. Staff do not effectively assess risks. For example, the access to, and use of, the roof space in the pre-school room has not been adequately risk assessed. Children are able to access this area unsupervised and out of sight of staff. Therefore, staff cannot ensure children's safety in this area. Staff do not always instil safe procedures with children to enable them to keep themselves safe. For example, staff allow children to climb up the staircase carrying heavy toys and do not notice when they hold these over the rail above children who are playing below. Therefore if the children dropped these toys it would cause significant harm to the children below. In addition, children put their legs over rails, where there is a six feet drop the other side, unobserved or adequately supervised by staff. This compromises children's safety and shows that staff supervision and risk assessment is not effective.

Staff do not assess the organisation of the environment effectively. For example, along the galleried landing there are railings to prevent children falling off the edge of the landing to the ground below. However, staff leave a storage box against the railings and this creates steps which enable children to climb up and lean over the railings. Children use this area to independently use the toilets, despite this box presenting a potential opportunity for children to climb and fall over the rails. The poor supervision of children and ineffective risk assessing impacts on their safety. In addition, staff are not providing children with suitable help or advice on how to keep themselves safe.

The nursery's key person system is well-established helping children to form secure attachments with staff. This helps to promote their well-being and independence skills. Staff are friendly and greet children and parents on arrival. Parents and children are invited in for short settling-in sessions before they start. These settling-in sessions support children's emotional well-being as they start nursery life. When staff are sure children are ready to move rooms they inform the parents and arrange a meeting between the existing key person, the new key person and parents. This is to ensure that all information about the child is obtained. This helps children's emotional well-being as they move between rooms.

Staff in the individual rooms organise shared playtimes indoors and outdoors with children and staff in the other rooms on a daily basis. This enables siblings to see each other and helps to familiarise children with all staff. Additionally this helps to create positive relationships with all staff and increases children's confidence. Staff arrange visits to the local schools to help prepare children for their move to school. The key person provides the school with a sheet summarising children's learning and development across the seven areas of learning to promote continuity of learning. Staff share children's 'learning journey' with parents to help them continue children's learning at home.

There is a behaviour management policy in place and staff help children learn to take turns, share and therefore show care and concern for each other. Children generally behave well and have good relationships with each other and staff.

Staff follow routine hygiene practices by cleaning tables before children eat and wearing gloves when changing nappies. Staff carry out children's personal care procedures discretely and effectively. Staff enable children to have access daily to the fresh air, exercise and a healthy diet. This helps promote their understanding of a healthy lifestyle. Information is collected on children's dietary requirements when they join the setting and meals are prepared to suit these different needs. The specific requirements are displayed in the kitchen and the children's rooms to ensure the correct food is given. The babies' food is prepared according to the development of the child with staff ensuring the correct texture for each child. Staff arrange the rooms so the children eat in groups creating a pleasant social environment which stimulates conversation and good manners. Staff consult with parents about the food they provide. Consequently due to this, and in consultation with a dental nurse, more healthy options have been incorporated into the menu. At snack time staff encourage children to serve themselves fruit and pour their own drinks to improve their independence skills.

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

The manager and management team do not meet all the requirements as set out in the Statutory Framework for the Early Years Foundation Stage. Consequently there they are in breach of several requirements. Risk assessments do not identify and address all potential hazards within the environment. Consequently children's overall safety and well-being are at risk. For example, there are fixed structures within the nursery, a castle and tree-house, that lead up to the roof space. These structures have not been fully assessed to determine their ongoing suitability and to review areas of potential hazards within them such as the railings. In addition, staff take all children up into the roof space for circle time and it takes a long time to get all the children up there and down again. Therefore, in the event of an emergency staff cannot demonstrate that all children can be quickly and safely evacuated from this area. This compromises children's safety and well-being.

Staff deployment in the pre-school room takes no account of the potential dangers of the fixed structures, the castle and the tree-house. Consequently staff deployment and

supervision are inadequate in this room. Children putting their legs over the low railing and holding heavy toys over the railings above other children, had to be brought to the attention staff by the inspectors. Staff do not effectively supervise children in the upstairs galleried corridor and do not risk assess frequently or effectively enough. This compromises children's safety and shows that staff supervision and risk assessment is not effective.

Staff complete tracking systems to keep a check on children's development. However, this assessment process is not consistently completed by all staff. Therefore, it does not clearly show a true reflection of children's abilities or identify groups of children who may need extra support to close gaps in learning.

Staff performance is monitored through ongoing supervision and appraisal meetings and their ongoing professional development is supported. However, management's monitoring of staff practice has been less effective in dealing with issues concerning children's development and assessments. For example, the poor tracking of children by staff has not been identified, so children's records do not effectively enable targeted progress to be made.

Parents confirm that they generally feel 'happy' with their children's learning and well-being. They state the nursery keeps them well informed about their children's development through daily discussions and termly meetings to share children's learning record. Staff invite parents to update their children's information termly or as changes occur. Children benefit from these positive partnerships and the sharing of information with parents encourages a joined up approach to meeting children's needs.

The management team follow robust recruitment procedures to ensure all staff are vetted and suitable to work with children. Staff work effectively with others involved in the children's care and education as the need arises. Management uses feedback from parents, staff, other professionals and the children in order to produce a self-evaluation form. However, this is not robust and they have failed to identify areas where children's safety is compromised and where requirements have been breached.

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 purpose of the childcare are safe and suitable for that childcare (compulsory part of Childcare Register)

- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (compulsory part of Childcare Register)
- ensure that children receiving childcare are kept safe from harm (compulsory part of Childcare Register)
- ensure that the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare (voluntary part of Childcare Register)
- undertake a risk assessment of the premises and equipment: at least once in each calendar year, and immediately, where the need for an assessment arises to ensure that all necessary measures are taken to minimise any identified risks (voluntary part of Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of 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	122626
Local authority	Surrey
Inspection number	836115
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	112
Name of provider	Tiddlywinks Nursery Ltd
Date of previous inspection	29/11/2010
Telephone number	01737 218427

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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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