

Thames Tiddlers Nursery Ltd

Shooters Hill Post 16 Campus, Red Lion Lane, LONDON, SE18 4LD

Inspection date	11/02/2014
Previous inspection date	07/07/2010

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
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 have formed close bonds with key members of staff and this creates a relaxed atmosphere for them to learn.
- Staff plan well for all children. They use their observations and knowledge of the children to provide interesting activities which engage them.
- Staff support children with special educational needs and/or disabilities particularly well. They act on recommendations made by outside agencies to help children make good progress in their development.
- The managers are committed to continuous development and use a number of methods to review their practice and make improvements.

It is not yet outstanding because

- Staff sometimes miss opportunities to encourage children to practise their writing skills when they have completed drawings or paintings.
- Children, including those who are learning English as an additional language, do not always have sufficient books and other print in other languages for them to look at.

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.

Inspection activities

- The inspector observed children as they played and took part in small group activities.
- The inspector spoke to parents, children, staff and managers.
- The inspector carried out a joint observation with a manager.
- The inspector sampled documentation including staff records, policies and children's development files.

Inspector

Lesley Hodges

Full report

Information about the setting

Thames Tiddlers Nursery registered in 2010. It operates from a mobile cabin within the grounds of the Post 16 Campus in Shooter's Hill in the London Borough of Greenwich. The accommodation comprises two main play rooms, a small art room to the side of the two-to five-year-old room, and a sleep room to the side of the baby unit. There is also a milk kitchen. Some group activities take place in a garden room. In addition there is an office and a nursery kitchen. All children have access to outdoor play in the nursery garden. The baby unit has its own decked area accessed directly from the room. The nursery is open each weekday from 8 am until 6 pm for 50 weeks of the year. It is registered on the Early Years Register. Currently there are 87 children on roll. The nursery receives funding for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are currently 19 members of staff, 16 of whom hold a recognised childcare qualification. One member of staff has recently completed her Early Years Teacher qualification. The nursery has adopted the Reggio Emilia approach to teaching and has introduced Forest School initiatives. Staff have attended courses on Every Child a Talker.

What the setting needs to do to improve further

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

- provide a wider range of books so that all children can develop their awareness of other languages, and children who are learning English as an additional language can choose from books in their home language
- encourage children to practise their emerging writing skills during daily events, such as writing their names on their pictures and paintings.

Inspection judgements

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

Children enjoy their learning at this nursery. Staff have a good knowledge of children's preferences and plan flexibly to accommodate their choices. For example, children choose to build large scale spider webs after looking for them in the natural garden. As a result of these actions by staff, children are enthusiastic about their play.

Staff organise small group activities to help children develop their knowledge of letter sounds. Children enjoy games of snap and use the cards to sound out and recognise letters, with staff giving support when children need it. These activities help prepare

children for the move to school and parents comment that their children have made good progress in this specific area. Children practise their writing skills in focused activities and in some routine events. However, staff do not consistently encourage children to write their names to identify their pictures and paintings. Staff in the baby room encourage children's communication development. They use favourite songs and actions to encourage even the quietest children to join in. All the children in this room enjoy the singing sessions, laughing as they join in with marching and other actions.

Staff support children with special educational needs and/or disabilities particularly well. Parents comment that they are well informed about children's progress and are invited to regular meetings with other professionals involved in the care of their children. Staff act on recommendations made and this means that children make good progress in their learning and development. All children can choose from a varied range of books and can sit in cosy areas to enjoy them. Staff support children's interest in books further by providing books and other resources for children to share with their parents. However, there is not enough variety of books to include those in different languages to further support those children whose first language is not English, or to encourage other children's interests in languages which are not their own.

Staff plan consistently well in both rooms. They make effective written observations of children's play and plan interesting activities based on their needs and interests. For example, staff plan cooking activities for young children to encourage them to try different food and, at the same time, develop their communication and physical skills in a fun activity. This demonstrates staff knowledge of the areas of learning and how children learn through play and planned activities which interest them. Written records are accurate and clearly identify children's next steps in their learning.

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

Children are settled and content during their time at the nursery. They have built close bonds with staff and this is demonstrated as younger children run to staff for a cuddle as they engage in song time. Staff know children well and understand what helps them to settle when they are feeling upset. Babies enjoy close contact with staff and quickly settle when parents leave. Staff have good partnerships with parents and communicate with them in a variety of ways. They speak to parents when they bring and collect their children, and invite parents to regular meetings to discuss children's progress. Staff provide daily sheets for babies and younger children. These give parents information on children's care arrangements and examples of children's play activities during the day. This means that parents feel well informed about their children's time at nursery. The managers also provide written information for parents which is displayed in the foyer. This includes weekly menus and information on new initiatives to the nursery, including how staff are embracing Reggio Emilia and Forest School philosophies as they plan their provision.

Staff successfully encourage children's independence skills. All children can help themselves to their water beakers throughout the day and staff encourage them to

consider their own care needs as they wash their hands before they eat. Younger children use individual flannels to wash their hands and faces and these minimise the risk of cross infection to keep children healthy. Staff support children's healthy choices as they play outside daily. The Forest School initiative provides opportunities for children to explore the natural environment at the nursery and further afield on trips to a local forest.

Children's behaviour is generally good. Staff encourage children to listen to each other in small groups and this develops their awareness of others' needs. Staff practise evacuation procedures regularly with children and explain that these are important to prepare both children and staff for the event of any real emergency.

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

Managers have a secure understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They demonstrate this by providing activities to cover all areas of learning in a safe environment. Managers have carried out appropriate suitability checks on staff and this means that only those who are cleared to work with children do so. Staff carry out daily risk assessments and this means that any hazards are removed or minimised. Risk assessment records are clear, and those staff who are responsible for health and safety issues accurately monitor and record details of any repair work required. This means that staff are aware of the progress of ongoing issues, for example, when one of the toilets needed to be fixed.

The managers and senior staff have taken part in training and have sought guidance from other nurseries to review their provision. They have implemented aspects of Reggio Emilia practice and this has involved them reviewing all areas of the nursery. Managers have visited other settings to share good practice and their development plan clearly sets out their plans for the future. Managers have also made changes to practice to meet the recommendations from the last inspection. All these actions demonstrate the managers' commitment to continuous improvement.

Partnerships with outside agencies are good. Staff and managers work closely with other professionals to support children with special educational needs and/or disabilities. Managers also work with the local authority advisor to review their practice. Parents comment positively about the nursery and they are knowledgeable about recent changes to practice. This is because the managers use a variety of methods to communicate these changes including notices, newsletters and a new web site to keep parents informed of developments. There is a relaxed atmosphere as parents share daily information with staff. Parents comment that, if their child's key person is not available, other staff competently give them the information they need about their children.

Managers use a range of methods to work closely with staff which helps them to identify training needs. Staff have recently attended Every Child a Talker training about how to develop children's communication skills. The lead member of staff explains new planning ideas to all staff to keep them well informed. The managers and senior staff organise

annual appraisals and regular supervision meetings with staff. These meetings allow managers to set specific targets to improve staff performance which can then be monitored closely at the next meeting.

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	EY408269
Local authority	Greenwich
Inspection number	951919
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	87
Name of provider	Thames Tiddlers Nursery Limited
Date of previous inspection	07/07/2010
Telephone number	02088 569437

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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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