

Tiggy Winkles Day Nursery

Tiggy Winkles, Turnhouse Road, BIRMINGHAM, B35 6PR

Inspection date	27/03/2014
Previous inspection date	09/09/2013

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

- Teaching is good because staff provide interesting and challenging opportunities for children. As a result, progress is positive given children's individual starting points and capabilities.
- Children develop secure trusting relationships with their key person and other staff in this homely and relaxed environment, which supports their emotional well-being.
- The valuable sharing of information with parents impacts well on the subsequent care offered to and received by children.
- Staff have a robust understanding of safeguarding procedures which helps to protect children.
- Staff accurately identify priorities through well-considered reflection. The positive actions taken provide continued and thoughtful improvement to the quality of the provision.

It is not yet outstanding because

- There is scope to further develop the range of natural, novel and sensory resources available throughout the day, in order to enhance children's creativity.
- There are too few opportunities for younger children to be physically active and exuberant, or to explore the weather, seasons and the natural world in the nursery's main garden.

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 and spoke with staff and children at appropriate times throughout the day.
- The inspector and deputy manager conducted a joint observation of outdoor activities for the pre-school children.
- The inspector looked at documentation, including children's assessments, planning, a selection of policies and procedures and the records of suitability checks for staff.
- The inspector also took into account the views of parents in information included in the nursery's evaluations and action plans.

Inspector

Lucy Showell

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 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and two at level 2. 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 61 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 and children with special educational needs and/or disabilities.

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 resources and equipment which can be used in varied ways to inspire and excite children's natural curiosity and sensory experiences
- increase the outdoor facilities, particularly for the youngest children, in order to enhance their physical skills and encourage a greater awareness of the benefits of fresh air and the natural world.

Inspection judgements

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

Children's learning and development is effectively promoted through a good range of activities and experiences. Staff have secure knowledge of how children learn and use this to ensure they support and help children to make good progress. Relevant and important information is gathered from parents when children first enter the nursery. This detail is then used to good effect to form part of the initial assessments and to help identify what children know and can do. Staff continue to use assessment effectively to identify

children's next steps in learning and plan activities suitable for their learning needs. Children's development is monitored well because staff track the impact of the experiences provided on children's learning. As a result, staff ensure there is a variety of interesting activities across the seven areas of learning. Staff complete all required progress checks and assessments and share these effectively with parents. As a result, parents are fully aware of their child's development and are made aware of any areas where their child's progress is less than expected. This information is used well in order to gain appropriate support at an early stage so that no child gets left behind. As a result, all children, including those with special educational needs and/or disabilities and English as an additional language, are progressing well and are developing good skills for their future learning, such as moving on to school. Staff recognise the importance of sharing ongoing information with parents about their children's learning. For example, alongside staff's observations of children, parents are invited to share details about their children's learning at home. This information is then used to plan and provide complementary activities so that children's learning is supported well, both at the setting and at home. In addition to this, staff encourage parents to attend information evenings and special events, in order to further involve parents within the nursery.

Children enjoy their experiences at the nursery and are eager to engage with staff and peers. Staff's interactions and teaching techniques are positive and show their good understanding of how to encourage and capture children's interests. The oldest children are well-prepared for moving on to school because staff encourage children to be independent learners. Furthermore, children are encouraged to lead activities and to extend opportunities in their play. For example, the pre-school group are excited to go outside to act out one of their favourite stories. They start by following the enthusiastic member of staff and because they know what happens next in the story they quickly take charge. Children show great confidence as they look for 'the bear' and are proud to explain that they can't go under it and can't go over it so they have to go through the 'swishy-swoshy' grass.

Children in the toddler room benefit from a balanced mix of adult-led and child-initiated activities. They enjoy planting seeds and taking the opportunity to explore in the soil. Staff recognise children's interest and encourage them to play in the sand scooping, pouring and filling the containers. During a drawing activity staff take the opportunity to extend children's learning as they ask appropriate questions about the colours children are using and the shapes they are colouring. In the tweenie and baby rooms there are good opportunities for the youngest children to enjoy many interesting activities. For example, they lift the flaps in books, turn dials and press buttons on the activity toys. They enjoy good interaction with staff, who offer plenty of opportunities to promote their development. For example, to help children who are learning to walk, staff place items of interest across the room and hold out their hands to encourage children to take steps with support and reassurance. This means that all children are enjoying a range of experiences throughout the nursery which supports their learning and development well.

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

The nursery is bright and welcoming and provides good space for children to move around in safety and explore. In each of the rooms there is an array of resources, which are suitable to support the ages and stages of each child. They particularly enjoy the free access to these, which helps them to develop a secure sense of belonging and encourage independence effectively. There are, however, too few natural and novel resources available which offer open-ended and sensory experiences. For older children, the outdoor and physical opportunities help children to understand the importance of fresh air and exercise. This is because they access one of the school's play areas at specific times through the day and within school holidays. This area provides good opportunities for older children to investigate and create experiences at their own pace. For example, they 'hide' in the bushes, use sticks to scrape the soil looking for worms and find twigs and stones that they can 'cook' in the 'kitchen' for their pretend dinner. Other children balance on beams, climb the steps up and slide down the climbing frame or simply enjoy the space to run around. The nursery also has its own outdoor area, although, this space is not as inviting or interesting to children. This area is where the younger children access the outdoors and there is some nice equipment, such as bikes and balls. However, there is no grass or soft surface suitable for non-mobile children to sit or crawl on or spaces to dig in soil. Staff recognise this is an area they want to develop because they see how much children gain from the use of the grounds in school holidays.

Staff conduct daily checks on the premises following effective risk assessment procedures that identify any potential hazards in the environment. Staff are well-deployed, which helps to ensure that children are effectively supervised and kept safe. Therefore, children learn to take appropriate risks in a safe environment. Children receive lots of praise and encouragement, which supports their confidence and self-esteem. Children form firm friendships and play well together, which helps staff to manage children's behaviour effectively. Staff use positive reinforcement to deal with any minor issues and encourage children to sort out disagreements by talking to each other and apologising. Furthermore, staff are good role models and use consistent strategies so that children identify and fully understand expectations and how to conduct themselves appropriately. Staff focus on ensuring that all children are valued in the nursery and adapt practice to meet their individual needs effectively. They maintain a good level of communication with parents and actively seek advice and guidance from other professionals. This is in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming and safe with good opportunities for children to enjoy their learning and grow in confidence. This helps to prepare children for their movements both within the nursery and on to other settings and secure their future learning and readiness for school.

The key person system is firmly in place. This successfully helps children to build relationships with their special member of staff and to promote their emotional security. Staff spend time gathering information from all parents when children first start at the nursery. This helps them to get to know children from the beginning of their nursery journey. Children receive lots of reassurance as they separate from their main carers and settle in. This support helps them to feel safe and secure. Furthermore, there is good ongoing communication between parents and staff throughout children's time at the nursery. This process enables staff to understand and meet individual needs and routines

consistently. Children learn about healthy lifestyles and follow good hygiene practices as they take responsibility for washing their hands appropriately throughout the day. Individual cups are put out on the side in each room for children to access when they want. Children are provided with healthy and nutritious freshly prepared meals and snacks. Any specific health, dietary needs and allergies are recorded and understood by staff. Children are developing their independence as they help to serve their meals and decide how much they would like to eat. These opportunities help children to make good choices and promotes their understanding of their own health and dietary needs.

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

Children learn and develop well and are kept healthy and safe. This is because staff have a clear understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Following recent events staff have refreshed their policies and procedures in relation to child protection and dealing with allegations. They have gained significant support from other professionals, in order to strengthen their skills and knowledge. Furthermore, key staff have enhanced this further through attending advanced training and share detailed information gained throughout the staff team. Safeguarding and child protection are at the top of all meeting and supervision agendas. There are also displays in each of the rooms and on parents' noticeboards. This means that staff and parents are confident to talk openly about any concerns. Consequently, they are more vigilant and prepared to make necessary referrals in a timely manner to ensure children are kept safe and well-protected. Rigorous recruitment and vetting procedures, including appropriate checks being carried out and references gained, ensures the suitability of all adults. This is followed by robust induction processes for any new staff and students, which means that everyone working with children is clear about their individual responsibilities.

There are good opportunities for staff to meet and receive support, including team meetings, regular individual appraisals, staff supervisions and peer observations. This helps develop staff, who are all keen to enhance their professional development and identify weaknesses and training needs to improve their practice. Many staff have gained relevant childcare qualifications as assistants at the nursery. Furthermore, as management recognise their skill levels, they have obtained additional roles and responsibilities linking to particular interests and attributes. Management are embedding clear systems of monitoring performance and using these to evaluate the services and adapt practice. For example, they are currently simplifying the records of children's learning, so that staff do not have to take time away from children in order to complete. In addition to this, all staff reflect on their own practice, gain opinions from others and actively seek and implement advice and guidance. This demonstrates a strong desire for the continuous improvement of quality in all aspects of their provision.

Relationships with parents and carers are positive, with all encouraged to share information to ensure continuity of care for children. Staff keep parents informed about their children's day and parents' meetings ensure up to date information about their child's

progress is shared. Valuable information is given to future providers or teachers, so that individual learning can be continued when children leave for school. Staff recognise the benefits of providing details of children's individual needs, skills and characteristics. Furthermore, they are successful in gathering information from the future schools or other providers, who share the care of children. This is so they can help prepare children for their next stages in learning and enhance children's learning and development in consistent and complementary ways.

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	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	229081
Local authority	Birmingham
Inspection number	955755
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	61
Name of provider	The Merlin Venture Limited
Date of previous inspection	09/09/2013
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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