

Tiddlywinks Nursery (Cannock) Ltd

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

Inspection date	21/05/2014
Previous inspection date	20/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff understand and follow clear safeguarding procedures to protect children. They work safely together and pay attention to local child protection guidance and regulations.
- Partnerships with parents are positive and supportive, which strengthens communications and leads to further improvement in children's care and progress.
- Staff greet children with positive smiles and enthusiastic encouragement, which helps them to feel welcome and safe when they arrive from home and nursery school.

It is not yet good because

- Teaching is variable in some areas of the nursery. As a result, children aged two to five years do not always have enhanced opportunities to develop their listening and communication skills and the characteristics of effective learning.
- Staff do not always make effective use of rooms and resources, indoors and outdoors. As a result, children are not always motivated to learn and sometimes become frustrated.

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's spontaneous play and planned activities in all areas of the nursery and conducted joint observations with the provider.
- The inspector held discussions with the provider, manager and staff and spoke to a number of children present on the day of inspection.
- The inspector looked at children's observation and assessment records and planning documentation, including early years summary reviews and the progress check for children between the ages of two and three.
- The inspector checked information relating to the suitability and qualifications of the staff, quality assurance records, self-evaluation arrangements and the provider's improvement plan.
- The inspector took account of the views of parents spoken to at the inspection and from written information included in the provider's own quality assurance survey.

Inspector

Jayne Rooke

Full report

Information about the setting

Tiddlywinks Day Nursery was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Bridgetown, Cannock, Staffordshire and is privately owned and managed. The nursery serves the local and wider geographical area and is accessible to all children. It operates from converted office premises and there is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. The manager and deputy manager both hold qualifications at level 5. One member of staff is working towards a foundation stage degree. The nursery opens Monday to Sunday all year round, from 6am until 8pm. Children attend for a variety of sessions. There are currently 180 children attending, of these 160 are in the early years age group. The nursery supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the quality of learning experiences for children aged two to five years, with specific regard to staff training, in order to enhance children's communication and language development and fully promote the characteristics of effective learning.

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

- make better use of space indoors, and especially outdoors, to enhance the quality of learning experiences for all children, in order to reduce their frustrations and keep them motivated to learn.

Inspection judgements

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

Teaching is variable in the pre-school rooms, which means that while children are sometimes engaged in some meaningful activities, their learning is often interrupted by routine instructions given by staff. For example, children show an eager interest in the activities provided, such as story time, messy play, construction and train track play. However, they are not always given sufficient time to develop their own ideas or talk in-depth about their interests. This minimises opportunities for children to develop their listening and communication skills. Staff spend a lot of their time moving children from one activity to another, by calling out a 'five minute warning' signal to alert children to a

change in routine. This disrupts children's concentration at a time when they are just getting actively involved in a chosen activity. As a result, they do not always have time to fully engage, investigate and explore their surroundings. However, some planned and spontaneous activities provide varied and interesting opportunities for children to discover the wonders of the natural world, as they observe the movements of snails and tadpoles in their containers. Boys and girls participate in digging, planting and growing projects, which help them to learn how carrots and other vegetables grow. Children show that they like digging in the dirt and use a varied range of tools to poke and move the soil around. Children move wheeled toys around with good control and coordination and show a keen interest in writing and drawing activities. This helps them to develop their large and small muscles. Staff encourage children to listen, observe and make decisions as they learn how to play picture lotto. This helps children to develop the ability to think and focus on a particular task. As a result, children become ready for further challenges in readiness for school. Babies and young children enjoy their time in the nursery and use the available toys and equipment to develop their physical and cognitive skills. This encourages their next stage in learning. For example, young children learn how to fix and place simple jigsaw pieces together. They find out about themselves as they view their reflections in the mirrors. They delight in the sounds they hear from a variety of action toys and press levers and buttons to switch things on and make things work. Staff help babies to gain their confidence as they positively encourage them to move from crawling to standing and then to take their first independent steps. The outdoor play area is accessible to all children at routine times throughout the day, but staff do not always exploit this valuable resource to enhance children's learning and development further.

Observation and assessment information is used well to monitor and track children's progress. Staff find out about what children can already do, by talking to parents when children first attend. They observe and note each child's stage of development, which helps them to assess next steps in learning. Progress checks are conducted at appropriate times, so that children are monitored at age two to three years and before they go to school. As a result, children are generally supported appropriately in most areas of learning.

Key persons share useful and timely information with parents about all aspects of their child's daily routine and play. This enables parents to provide complementary care and learning opportunities for their child at home. As a result, children consistently make some level of progress.

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

Staff provide a suitable range of toys and equipment to ensure children are comfortable, safe and happy. They greet children with positive smiles and enthusiastic encouragement, which helps children to feel welcome when they arrive from home and nursery school. Set routines are well established so that children know what is happening between arrival time, mealtime and play time, until it is time to go home. However, staff sometimes stick too rigidly to the routine timetable of the day, which on occasions creates a chaotic and confused atmosphere. As a result, children sometimes demonstrate frustration in their behaviour. Despite this, staff offer lots of praise to children for their helpful tidying-up and

for their consideration towards others when they have been kind. Children are beginning to develop an awareness of other cultures, beliefs and traditions through celebratory events and festivals. This helps them to develop a basic understanding of difference and diversity.

Staff follow children's individual care routines so that children remain comfortable, clean and well rested. They encourage children to follow good hygiene practices, such as washing hands before meals and using a tissue to wipe their nose. Meals and snacks are healthy and nutritious and children are offered drinks when needed. Children benefit from fresh air and exercise outdoors each day. This promotes their healthy growth and development. Staff help children to apply sun cream to their skin, developing children's understanding of the importance of sun safety. Children move around the nursery safely, because they are closely supervised by the staff. Accidents are dealt with promptly to ensure that children receive appropriate first-aid treatment and staff offer reassuring comfort to them when they have a bump or fall.

Rooms and resources are checked daily to ensure they are clean and risk free, enabling children's safe play. Children freely access toys of their own choosing and they enjoy the basic range of activities provided. Staff provide appropriate support for children with identified needs, in partnership with parents and other supporting agencies. This promotes inclusion. They build positive relationships with parents and other childcare professionals, so that all children receive the help and assistance they need to make some progress. Managers and key persons are developing useful contacts with school teachers, in readiness for children to attend school.

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

Staff follow clear safeguarding procedures to protect children. They recognise the signs and symptoms of abuse and know how to refer any child protection concerns to an appropriate person or agency. They understand the allegations procedure and how to work safely together. All staff hold a Disclosure and Barring Service check and other relevant checks are made to establish their suitability, during the induction and appraisal process. Leaders and managers take prompt action in response to identified risks, such as ensuring that loose electrical plug sockets are fixed to the wall. This ensures that the premises are safely maintained.

The provider and manager are beginning to develop useful ways of monitoring the quality of teaching and the educational programmes. For example, they utilise the skills of more experienced and highly qualified staff to model better practice. As a result, pre-school children gain some benefit from more purposeful activities, which encourage them to participate and join in with group games. However, staff do not always use their skills effectively to enhance all aspects of learning. Partnerships with parents are strong and supportive, enabling positive communications to take place. Parents spoken to at the inspection state that they are very happy with all aspects of their child's care and learning. They particularly praise the staff for their friendliness and hard work. They know that they can express their views to the provider and other staff at any time and to Ofsted.

Self-evaluation is developing well because staff are asked to contribute their ideas and suggestions to improve practice. For example, staff are now beginning to introduce more child-focused activities into their daily plans. The views of children and parents are more closely considered as a part of the self-evaluation process, so that activities take place, which take account of children's interests at home. Following the last inspection and further monitoring visits, the provider has taken appropriate steps to address all of the actions set. As a result, risk assessments are more thorough with specific regard to unlocking fire doors each morning and securing the metal window grills on the first floor. This helps ensure children's safety. Staff now manage children's behaviour with a more positive approach, following a series of training meetings. Each child is now assigned a key person so that they develop a more settled relationship, as they transfer between rooms. In addition, stronger relationships are developed with parents. This means that staff are becoming more aware of how to tailor the care and learning of each child to their individual needs. The provider and manager are developing better ways of supervising and mentoring staff and trainees. This ensures that their practice continues to improve and new procedures are implemented appropriately. Partnerships with specialist agencies are developing well, so that children's individual needs are appropriately identified and met. For example, staff have recently attended training to help them gain a better understanding of how to support children with special educational needs and/or disabilities. Information from assessment reviews are used appropriately to monitor progress and close gaps in children's learning and development. As a result, children make some steady progress towards the early learning goals.

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	EY408494
Local authority	Staffordshire
Inspection number	963384
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	180
Name of provider	Tiddlywinks Nursery (Cannock) Ltd
Date of previous inspection	20/12/2013
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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