

# Tiddlywinks Day Nursery

1 Cromhurst Street, Crumpsall, MANCHESTER, M8 5FN

<b>Inspection date</b>	29/05/2014
Previous inspection date	25/02/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The quality of teaching is superb. Staff have an exceptional understanding of child development and how children learn. The educational programmes are vibrant and offer children optimal challenge both indoors and outdoors. As a result, children make rapid progress across the seven areas of learning.
- The safety of children is the utmost priority. Staff are highly skilled in child protection and reporting procedures. A comprehensive set of risk assessments and meticulous daily checks ensure the environment is safe. Therefore, children are protected from harm while in their care.
- Partnerships with parents and other professionals are exemplary and make an excellent contribution to meeting every child's needs.
- Systems for self-evaluation are first class. Staff, parents and children are consulted and their views are rigorously analysed to drive improvements forward.
- Children play and learn in an extremely stimulating and fully inclusive environment where they learn to value themselves and others. As a result, children are exceptionally well behaved and relationships are superb at all levels.

## 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 had a tour of the nursery.
- The inspector and the manager completed a joint observation.
- The inspector checked evidence of suitability and qualifications of staff, the nursery's self-evaluation documentation and action plans.
- The inspector looked at a sample of paperwork, including children's development files and the nursery's policies and procedures.
- The inspector spoke to parents to ensure their views were taken into account.

## Inspector

Karen McWilliam

## Full report

### Information about the setting

Tiddlywinks Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Crumpsall Children's Centre in Crumpsall, Manchester. It is managed by Tiddlywinks Day Nursery Ltd and is one of six provisions owned by the same providers. The nursery serves the local area and is accessible to all children. It is open Monday to Friday, all year round from 7.30am until 6pm and children attend for a variety of sessions. There are enclosed areas available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above, including three members of staff who have achieved degrees. There are currently 90 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:

- continue with plans to develop a sensory area outdoors providing even more stimulating resources and opportunities for children to enhance their excellent learning.

## Inspection judgements

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

Staff have an excellent knowledge and understanding of child development and how children learn. They are exceptionally well qualified and the quality of teaching is outstanding. Their practice is inspirational with educational programmes that are rich and vibrant and successfully ignite children's interests to provide optimal challenge and extend their learning. As a result, children are extremely busy and enthusiastic learners with an excellent disposition to learning. Prior to admission parents are offered a home visit or a gradual admissions meeting at the nursery to ascertain children's prior skills. Therefore, staff know children very well before they are left in their care and how to best take their learning forward. Staff have high expectations of children and complete regular and precise assessments, including the progress check when children are between the ages of two and three years. They then use this information to plan meaningful next steps in their learning. Children's assessments are monitored by the management team to ensure they effectively support their progress and are based on comprehensive knowledge of each child. Consequently, children successfully acquire the necessary skills for their future learning at school. There are exceptional procedures in place to ensure parents are fully consulted and involved in their child's learning. For example, they are invited to family

gatherings twice a year where they speak to their child's key person, parents' observations are included in their child's development file and children have daily diaries, which they all contribute to. As a result, parents say their views are valued and they actively contribute to their child's learning and development, which significantly enhances the progress they make.

There are highly innovative methods in place to ensure children make rapid progress in their communication and language development. Staff are constantly engaged with children and their style of questioning is first class. Every aspect of the learning environment is beautifully presented which highly motivates children and encourages conversations. For instance, while children explore a wide range of ingredients while baking staff introduce a rich variety of words, such as 'squishy' and 'sticky', and display an in-depth knowledge of children's lives outside nursery with their families. For example, when children tell staff they like marshmallows staff respond by saying that they know they like them. They like them on their hot chocolate when they drink at coffee shops with their mothers. Staff demonstrate a genuine interest in what the children are saying and ask them lots of open-ended questions that encourages children to think critically. Regular song and story times and daily language sessions, such as 'talking toddlers', further support children. Children for whom English is an additional language are exceptionally well supported by staff who work alongside parents to obtain key words and phrases to help them while they are settling in. There are superb systems in place to support children who have been identified with special educational needs. The special educational needs coordinator has expert knowledge of how to move their learning forward and how to obtain the right support for each child. She is passionate about her role and clearly values working in partnerships with parents and other professionals to ensure each child's needs are met. For example, parents and staff use the same picture cards to support children to manage routines, such as going outdoors, they have made an interest box to help calm and settle children and parents attend every meeting that is arranged regarding their children. As a result, all children make exceptional progress with their communication and language skills.

Within the baby room, the staff demonstrate a highly comprehensive knowledge of supporting young children's personal, social and emotional development, their physical skills and communication and language. Babies' senses are stimulated as they explore an excellent range of malleable and sensory resources. For example, they eagerly explore textures, such as shaving foam, clay and corn flour. They laugh and babble as staff play peek-a-boo with them and happily explore the excellent range of natural resources. Babies take part in daily 'babbling babies' sessions in which staff have skilfully put together a first-class range of activities to support young children to form strong attachments with them and develop excellent language skills. Children make rapid progress in their mathematical development; every opportunity is taken to extend their learning in this area. Staff routinely use mathematical language in their play and plan an exceptional range of activities. For example, they have set up an extremely well-resourced mathematics area and a 'maths to go' box which the children can take with them as move around the areas. In addition, children empty and fill various sized containers and cylinders in the sand and water trays, weigh ingredients while baking and fit pieces into jigsaws. As a result, children learn about numbers, shapes, weight and measure. Expert teaching ensures the educational programmes for literacy are excellent. Children take part

in twice daily phonics activities, such as 'letters and sounds' and boys' achievements in this area were significantly raised through the 'boy's project'. This involved children receiving a letter from their favourite superhero asking for their help to find him by following a series of clues, in order to inspire boys to write. Other activities which ensured writing is more fun include making marks in sand and painting outdoors. As a result, boys now actively access the writing areas and all children make excellent progress. Children have access to a very good range of interactive equipment, such as an interactive computer, robots and remote - controlled cars. Therefore, children develop an exceptional understanding of information, communication and technology. The programmes to support children's physical development are vibrant and are of a consistently high standard. They access an excellent range of tools to support their small muscle development and daily access to the outdoors to support their gross motor skills. For example, although one area of the outdoors is under development children still have excellent opportunities to balance, construct, run around, ride wheeled toys and they mix and measure in the mud kitchen. Furthermore, all children enthusiastically take part in daily 'busy feet' sessions, which they clearly enjoy. Children play and learn in a fully inclusive environment where they are each valued for their individual uniqueness. A member of staff is the designated equality officer who has been specially trained in this area and whose role is to monitor the nursery for equality and highlight areas for improvement. Children take part in exemplary range of planned activities that explore a wide range of cultures and play with resources that positively portray diversity. Therefore, they learn about the world they live in highly innovative ways and learn to value and respect each other.

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

Children are exceptionally well settled. Their well-being is an upmost priority for staff who use superb range of methods to ensure children develop a strong sense of belonging and are extremely confident and self-assured. For example, children take part in 'friendship island' time where they look at their photos, read a book or talk about their experience of looking after 'Sandy' the nursery's teddy bear. The purpose is to ensure that children form strong attachments with their key person. Children show that these experiences are successful by arriving happily at nursery and quickly settling in to activities. Within the baby room, their key person provides a secure base in which babies confidently and happily explore their room. Children display increasing levels of independence relative to their age and stage of development. For example, all children help to tidy up and older children collect their own plates and cutlery at mealtimes and serve their own dinner. When the time arrives for children to move in to other rooms the move is exceptionally well planned. Every care is taken to ensure children are very well emotionally prepared. For example, the new key person holds discussion with the child's former key person. She gets to know the child by interacting with them within their current room and the child has visits to the new room. The move is planned at a slow pace to ensure children settle in happily. The safety of children is a high priority for staff they educate children very well on the importance of keeping themselves safe. For instance, children complete their own daily risk assessments and make comments on any aspects they feel are not safe for them to explore. For example, children said the playhouse was not safe so they got their 'tools' and fixed it. This contributes well to children developing an excellent awareness of managing their own risks.

Staff are outstanding role models for children and relationships are superb at all levels. Staff are extremely calm and apply consistent strategies that provide children with clear guidance of what is and is not acceptable behaviour within the nursery. Consequently, children's behaviour is exemplary. Children play in a highly stimulating environment and display high levels of confidence and self-esteem as they access excellent resources, which are safe, clean, accessible and provide learning and challenge both indoors and out.

Staff give clear messages to children to ensure they understand the importance of leading healthy lifestyles and have achieved an award for their contribution to children's health. They enjoy healthy meals, which are well balanced and nutritious and ensure children have their 'five a day'. Children plant and grow their own vegetables. They brush their teeth and older children manage their own personal care needs, such as toileting and washing their hands when required. A range of posters displayed around the nursery support children to follow hygiene procedures that help to stop the spread of infection. Furthermore, children are encouraged to look after themselves by wearing appropriate clothing for the weather. For example, children wear sun hats and sun cream in the hotter months and are encouraged to drink plenty of water to keep them hydrated. In addition, children play and learn in an extremely clean environment. As a result, children learn healthy habits for the future.

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

The leadership and management of the nursery are inspirational. They have a superb understanding of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. All staff are well trained in child protection and have a secure understanding of the possible indicators of abuse and how to proceed should they be concerned about any child in their care. Rigorous recruitment, a twelve-week induction plan and first class monitoring systems ensure that all staff are suitable and continue to remain suitable to work alongside children. A comprehensive set of risk assessments and daily checks ensure the environment is safe for children to play and explore in.

Staff have a superb understanding of the learning and development requirements. Robust monitoring by the senior management team ensures that observation, assessment and planning are effectively implemented to support children's progress across the seven areas of learning and development. As a result, the educational programmes are rich, vibrant and imaginative and ignite children's interests, which motivate them to learn. Effective performance management systems and a well-established programme of professional development ensure that staff constantly improve their already superior practice. These include high-quality supervisions, peer observations, appraisals and each member of staff has an individual development plan that is specific to their identified training needs. Through well-established and robust self-evaluation procedures, priorities for improvement are identified. Parents, children, and staff views are sought and included in the process. All data collected is meticulously analysed and effective action plans drive improvements forward. Their previous recommendations have successfully been addressed and there are strong links between targeted improvements and the exceptionally high-quality experience

the children receive which contributes to their progress overtime.

Partnerships with parents are exceedingly well established and actively contribute to meeting children's needs. Parents are extremely complimentary of the nursery and staff; they say that information is shared extremely well and that targeted interventions are identified and secured. Partnerships with other professionals are equally robust which ensures consistency in children's care and learning. When children are ready to move onto school there are exemplary procedures in place to support them emotionally and ensure teachers are well formed and know the children really well before they start.

### **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

<b>Unique reference number</b>	EY371820
<b>Local authority</b>	Manchester
<b>Inspection number</b>	858092
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	58
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Tiddlywinks Day Nursery Limited
<b>Date of previous inspection</b>	25/02/2009
<b>Telephone number</b>	0161 740 0767

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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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