

Tiddlywinks at Clayton Sure Start Children's Centre

Tiddlywinks Day Nursery @ Clayton Childrens Centre, 101 North Road, Manchester, M11 4NE

Inspection date	06/08/2014
Previous inspection date	Not Applicable

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		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 consistently of a very high quality. Educational programmes are challenging, inspirational and focussed to meet the individual needs and interests of all children. As a result, children are provided with rich, varied and imaginative learning experiences.
- Practitioners are highly skilled and sensitive in helping children to form secure emotional attachments. As a result, children's emotional well-being is very well met. They are developing independence and the behaviour is exceptional.
- Children are developing an excellent understanding of how to manage risks and challenges through the excellent support from practitioners about how to keep themselves safe and healthy.
- Partnerships with parents, schools and other agencies is excellent. As a result, children's individual needs are quickly identified and exceptionally well met.
- Practitioners have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems are in place for recruitment and supervision of practitioners. As a result, a strong team has been recruited and retained.
- Leadership is inspirational with a strong focus on practitioner's professional development which ensures they are constantly improving their already exceptional practice.

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 in the indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Tiddlywinks nursery was registered in January 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Clayton area of Manchester, and is managed by a private limited company. The nursery serves the local area and is accessible to all children. There is a large enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above, including one with Early Years Professional status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 64 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 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 to embed the already strong focus on developing children's knowledge and understanding of healthy lifestyles, for example, by providing them with opportunities to grow their own vegetables to support their emerging interests in food cycles.

Inspection judgements

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

Children make exceptional progress in their learning and development in this vibrant and welcoming nursery. Consequently, they are extremely well prepared for school. Practitioners have high expectations for all children based on accurate initial assessments, which are agreed with parents. Practitioners consistently use a highly effective system for observing, assessing and planning to ensure that educational programmes and activities are challenging, inspiring and appeal to children's interests. Consequently, these are precisely matched to their levels of achievement. Practitioners make excellent use of the progress check completed for children aged between two and three years to plan for the next steps in children's learning. Parents are fully engaged in supporting their children's learning at home. They are invited to regular meetings and gatherings to discuss their children's learning and development. In addition to daily communication and opportunities to review their child's learning records, the nursery suggests ways that parents can help prepare their children for school by reinforcing and practising the skills they teach in nursery, such as, independent dressing and confident scissor or pencil control. Parents are also provided with home learning packs and story sacks which they can share with their children at home. The nursery provides parents with an extensive range of guides to

support them on behaviour management, school readiness and the Early Years Foundation Stage. As a result, parents are fully aware of the value of, and confident with, promoting their children's learning at home.

Arrangements for supporting children with special educational needs and/or disabilities and children who speak English as an additional language are exemplary. Practitioners monitor children very closely so that support and intervention is sought promptly and children receive any additional support that they need. Practitioners go to great lengths to work with parents and other professionals, often providing home visits and accompanying parents and children at meetings to discuss future support strategies. Children, therefore, make rapid progress based on their starting points. Practitioners are very sensitive to the needs of those children who speak English as an additional language. They work closely with their parents to establish key words to use so that children can hear and use their home language in the nursery, which is essential for their language development. Practitioners carry out language screening assessments of all children during their first few weeks in the nursery. The practitioners then organise group activities to support children who are not reaching the expected milestones for communication and language. Children become confident communicators because practitioners are excellent role models. They are very effectively deployed to engage children in conversation while they play, explore and eat their meals. Children enjoy coming together in their key groups for 'friendship time'. During this time one group enjoys a story, which is read extremely well by the practitioner who talks expressively and varies their pitch and tone of voice to sustain children's interest, motivation and good listening skills. At the end of the story the practitioner uses well-structured questioning to encourage children to think and use language to recall what happened. Equally, children enjoy listening to stories on their own with a practitioner. Younger children sit quietly in the 'black and white' area, which is resourced with comfy cushions and blankets, listening to a story and sharing in the experience by turning the pages at the correct time.

Children in this nursery are curious and keen learners. Children enjoy engaging in an exciting group activity where the practitioner invited them all to become zoo keepers. The children confidently name the animals and, through song and discussion, make the animal noises and comment on the animals characteristics. They use their knowledge of numbers and measurement as they make play dough with the support of a practitioner. The practitioners further promote children's communication, language and literacy by making use of phonics programmes throughout the nursery, starting off by using action rhymes in the baby room and building up to word blending and early reading in the pre-school room. Children of all ages have regular opportunities to venture beyond the nursery in order to learn about the local community and the wider world. They enjoy visiting the local garden centre where they helped buy seeds for the nursery plant pots and the local library where they can share stories or select books to bring back to the nursery. The children enjoy the opportunity to play outdoors throughout the session and enjoy experimenting and exploring in the mud kitchen and sensory area. However, the nursery recognises there is scope to further enhance the children's emerging interests in food cycles through providing them with opportunities to grow their own vegetables. The nursery works very closely with the local primary schools to ensure that all children are exceptionally well prepared for school. The nursery manager has held meetings with the schools to ensure that they are supporting the children to reach the goals which are expected by the

schools.

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

The effective key-person system ensures that children are cared for by practitioners who know them extremely well. The key person builds very strong relationships with parents in order to support children's emotional well-being. The settling-in process is organised efficiently and works extremely well. Home visits are carried out by the manager and key person, during which, comprehensive information is gathered to find out everything of relevance so that individual care plans can be drawn up for each child. This ensures that children's routines and any specific dietary or health needs are fully understood and managed very efficiently and safely. During the home visits children are provided with a booklet which contains photographs of the key practitioners and areas of provision within their new room. As a result, children are familiar with their new environment. Parents speak incredibly highly of the home visits, stating that they feel this has supported their child to make secure attachments to their key person. There is a gradual admissions process where children and parents are invited in for a variety of settling-in visits. This process is tailored to meet the individual needs of each family. Consequently, children make strong emotional attachments to their key person and other familiar adults because their needs are consistently met and they feel secure.

There are excellent and well-established systems to ensure that children are prepared emotionally for making the move to the next room within the nursery and to school. Within the nursery children attend regular settling-in visits to meet new practitioners, children and see their new room, along with their existing key person for security. Parents are fully involved in the process as they are encouraged to borrow photographic books showing their child's new room so they can share this with them at home, ahead of the move. As a result, children are supported very well in making new relationships, building self-confidence and managing their feelings. The nursery has made excellent links with all the local primary schools. The manager attends 'transition meetings' and the children are given the opportunity to visit the school to meet their teacher and become familiar with their new environment and routines. In addition to this, practitioners plan activities into the daily routine which are more structured and gradually prepare them for the change in advance of their move.

Children learn to behave very responsibly from a young age and to cooperate within a group. For example, young toddlers learn about responsibility and being helpful as they are encouraged to help set up the tables for mealtimes and hand out bowls to the other children, which they do with great confidence. Older children show a high regard for keeping themselves and their environment safe. They participate in carrying out risk assessments of the outdoor environment prior to playing out and assist the practitioners in removing any hazards, where it is safe to do so. They consistently adhere to rules for wearing aprons when playing with messy play and carefully clean up any spillages. There is a highly experienced and qualified cook who prepares a range of healthy, home cooked meals throughout the day. She also spends time with the children during mealtimes and discusses with them the foods they are eating and the importance of being healthy. As a

result, children are eager to try a variety of different foods. Children are highly independent at every level. Babies eagerly try to feed themselves using spoons and manage this very successfully. As children get a little older they ably use knives and forks to cut their food and are willing to keep trying until they succeed. Practitioners consistently encourage and reinforce good hygiene practices and health awareness through everyday routines and activities. Children independently wash their hands before meals and after messy play. Practitioners support children through talking to them about the importance of removing germs. As a result, children learn to manage their health, hygiene and personal care very well. They relish being active outdoors in all weathers because there are interesting and challenging opportunities for them to move about and handle equipment and apparatus. For example, they enjoy climbing on large equipment as they learn about managing their own risks with the support of highly skilled practitioners who reinforce the importance of personal safety.

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

Arrangements for the recruitment and training of suitable practitioners are very robust. The management team strives for a well-qualified workforce and provides a rigorous induction programme followed by ongoing training and supervision. This ensures that practitioners feel very well supported and have secure knowledge and skills to carry out their roles and responsibilities confidently. The management and practitioners have a comprehensive knowledge of the safeguarding and welfare requirements and ensure that procedures are implemented swiftly in order to protect children. Practitioners attend regular safeguarding training and as a result, their knowledge is current and accurate. Required documents are in place for the safe and efficient running of this nursery. These include accurate registers and thorough records of the children's details, which are kept confidential at all times. Children's health and safety is prioritised as accident and incident forms are completed precisely and discussed and signed by parents, ensuring they are fully informed of any incidents and illnesses. Stringent systems for recording medication to be administered are implemented to ensure the information gathered is accurate and precise. Comprehensive risk assessments and daily checks of the safety measures that have been put in place are carried out, which ensures that children continue to be well protected within a safe and secure nursery.

The management team set high expectations for the quality of the provision, practitioner's performance and children's achievements. The manager uses her knowledge, experience and skills to lead the team and continually enhance the already outstanding practice. In addition, the practitioners benefit greatly from the expert role modelling of good practice, mentoring and coaching provided by the management team. As a result, the practitioners are continuously developing their professional practice. Practitioners regularly share their expertise and knowledge gained from attending training courses through regular meetings and during an annual company conference. There is a very well-established and effective system of self-evaluation that drives continuous improvement based on the views of practitioners, children and parents. Parents' views in particular, are very important to the continuing development of services. Parents express how they feel part of the nursery and

how their views and opinions are strongly valued and improvements are rapidly made if required. Practitioners too, are trained to reflect deeply on their own practice. They evaluate how well plans have worked so that improvements can be made to the environment and to further enhance children's capacity for learning. Consequently, the nursery sustains high levels of achievement and children are making exceptional progress. The management team support the practitioners in tracking the progress of individual and groups of children. There are also very effective systems in place, which the management team has developed to monitor and track the progress made by different cohorts of children. This is used very successfully to identify any particular trends in learning and to identify where any changes to the educational programmes are needed in order to meet the needs of every child.

Practitioners are fully committed to developing strong partnerships with other early year's providers and local primary schools. They are fully aware that establishing these relationships makes a significant contribution to ensuring that the needs of all children are met. For example, teachers from the local schools visit the children at the nursery in the term before they move up in order to build relationships and share information. The nursery practitioners also accompany children, and in some cases their parents, on organised visits to their new school. Consequently, children's move to school is made as seamless as possible and there is excellent provision for their continuity in learning. Strong partnerships are in place with specialised professionals to support children with special educational needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475092
Local authority	Manchester
Inspection number	953474
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	64
Name of provider	Tiddlywinks Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	0161 219 6177

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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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