

Tiddlywinks Kiddy's Nursery Ltd

55 Park Lane West, Tipton, DY4 8LF

Inspection date

07/07/2014

Previous inspection date

26/11/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 and children make good progress in all areas of learning. This is because staff assess and monitor their progress effectively and plan interesting activities which meet children's needs.
- Parents are involved in children's learning, as staff encourage them to support children at home and to share detailed information about their needs and achievements.
- Children are very well safeguarded in the nursery as the premises are secure and staff have a good understanding of child protection. Effective risk assessments are carried out and records are well kept and monitored, which means children are safe.
- Children are provided with healthy food and are active outdoors each day so they learn to make healthy lifestyle choices.
- Staff are well motivated and maintain continuous improvement in the provision through their effective self-evaluation. This means that children continue to receive good quality learning experiences.

It is not yet outstanding because

- There is more scope to enhance children's already good learning experiences outdoors by providing more opportunities for them to dig, plant and explore natural materials.

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 activities in the two playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Tiddlywinks Kiddy's Nursery Ltd was registered in 2012 on the Early Years Register. It is privately owned and is situated in a renovated building in Tipton, West Midlands. It has an open-plan design with three main care areas. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday from 7am to 6pm all year round, with the exception of a week at Christmas and on Bank Holidays. The nursery employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. Children attend for a variety of sessions. There are currently 78 children on roll who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's learning experiences in the already very well organised and resourced outdoor area so they have opportunities to dig, plant and explore more natural materials.

Inspection judgements

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

Staff in each room work together to plan interesting activities based on children's interests and needs. They obtain detailed information from parents about what children know and can do. They add this to their own initial assessments of children in order to establish a clear starting point on which to build each child's learning. Children's progress is reviewed regularly so that any gaps in their learning are identified and addressed to ensure they make good progress. Staff use this information to plan effective next steps in children's learning and to engage them in activities they know they will enjoy. Parents are very well informed about their children's progress and are actively involved in supporting their learning at home. They share information about children's achievements at home by speaking to their key person daily. Parents' observations are added to children's progress records which then provide a complete picture of each child's learning and development and what they need to do next to build on this. Parents can see their child's progress records at any time, as these are displayed on easily accessible shelves.

Children in the nought to two-year-old's room have a wide choice of colourful, good quality toys and resources. They choose these from open shelves and containers or from those set out on the floor. Staff know what the children enjoy and play 'peek-a-boo' with a child's comfort blanket, which makes them laugh. Two children explore a small mirror, so

staff draw their attention to their faces, features and differences in eye and hair colour, which develops their sense of self. She shows them how to use wind-up and push-button toys so they begin to explore technology and enjoy the effects they produce as the toys make sounds and movements. Other very young children look at books in a cosy corner. Staff talk to them about the pictures and encourage them to repeat words so they develop their language skills well. Children enjoy playing with staff. A child pretends to clean the role-play area with a feather duster, so a member of staff strokes the child's arm with it and asks how it feels. The child smiles and tries it on other children. They are curious about exploring the textures of a range of natural and made materials. Two- to five-year-old children enjoy playing with a large floor puzzle and a play workbench. This presents challenges which staff help them to solve. For example, they encourage children to use levers and buttons and to work out how they can screw plastic nuts and bolts into place. Staff encourage children to turn jigsaw pieces around until they fit. Children are well prepared for school and for the next stage in their learning, as staff teach them to recognise and write letters and numbers. They count during the planned activities and daily routines, and order numbers to ten in a card game. More focused activities are planned for older children in the summer term so that they become used to sitting and concentrating for longer periods before they go to school.

Children develop their physical skills well, as they use large climbing and balancing equipment at a nearby park, as well as the wheeled toys, a tunnel, balls and other resources at nursery. A small hill over the tunnel and different ground levels help younger children to practise control and balance when they have learned to walk. The outdoor area is used very well, as many activities take place under a covered area if the weather is too hot or wet. Children make marks or paint with water on the wall boards and pour water down the guttering to explore their creativity and cause and effect. However, there is further scope to continue to develop this area so that children have more opportunities to explore the natural world and to plant and dig in the soil and sand. Children who speak English as an additional language and those with special educational needs and/or disabilities are supported well. The nursery staff work with parents and other professionals, such as health visitors or speech and language therapists. This means children make good progress and are included in the life of the nursery. Children's home languages are displayed in the nursery and staff use picture books and cards so that children can communicate effectively and soon learn to speak English. Staff encourage parents to share words in their languages and information about their cultures and countries so all the children can learn about the wider world and diversity in the community.

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

Most children are happy and emotionally secure because they have as many settling-in times as they need until they are familiar with the new environment and staff. They form close bonds with their key person. This is because detailed information about children's well-being, routines and preferences is obtained from parents and is shared regularly, so children's needs are met. Staff ask the older children in turn how they are feeling that day, so that their well-being is monitored and they feel secure. Staff cuddle babies on their laps or walk around with them to distract them if they are upset. Children gain confidence and

good self-esteem, as staff praise them for their good manners and achievements. They form friendships easily with the other children and with the staff in the welcoming, homely environment. Babies and toddlers who need to sleep during the day are checked every 10 minutes and the times are recorded to show parents. Staff remain in the room with children who sleep on mattresses so they are well supervised and safe. They stroke and sooth the children as they go to sleep. Children's care needs are monitored carefully throughout the day, as staff are more aware of this as a result of in-house training. This means children's nappies are changed frequently and they are supported in their self-care routines so they remain comfortable throughout the day.

Children are provided with healthy meals and snacks and have access to water throughout the day. Staff ensure that the younger children who are unable to ask for it have plenty of water. Children choose milk, water or juice at snack time and staff teach them to make healthy food choices and tell them the milk will make them strong. Staff take opportunities at snack times to extend children's sentences as they ask for water. They help them to repeat a full sentence, such as 'please may I have some water'. Children have good manners as a result of this. Individual children's dietary requirements are rigorously adhered to according to information supplied by parents. All staff are made aware of these and details are displayed in the kitchen as a reminder. Children learn to be independent, as they feed themselves well, put their tissues in the bin and choose their activities. Older children can get their water bottles at any time and are encouraged to manage their dressing and care routines so they are well prepared for school. Children's privacy is assured when their nappies are changed and staff practise good hygiene at all times, which protects children's health.

Children are active outdoors each day in the garden and on many outings around the local area. They learn to manage risks safely as they negotiate the low balance beams and climbing equipment. Behaviour is generally good, as staff set clear boundaries. They manage children's behaviour in sensitive ways appropriate to their ages and levels of understanding so that children learn from this. Staff plan activities which support children as they learn to share, take turns and work as a team to produce positive results. Children are emotionally secure when they move to a new room because they already know the staff and children, as they all mix together at some times of the day. Transitions to school are managed very smoothly and parents are involved in the process. Teachers from local schools are invited to visit children at nursery so that the children get to know them. Staff show children their new uniforms and discuss what they might expect to happen at school. Information about their progress is shared with their new key person or teacher so that their needs continue to be met.

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

Staff carry out thorough checks each day before children arrive, so that potential hazards are minimised. A detailed risk assessment for all areas of the premises has been compiled by the management team and an outside health and safety company. This has also been checked by the local authority so that children are safe and well protected both indoors and outside. Staff have all attended training in safeguarding, child protection and

paediatric first aid so that they have a good understanding of how to implement the effective policies. The manager and the provider test their knowledge regularly and safeguarding issues are discussed at staff meetings. This means that staff's knowledge and practice are continually refreshed. The ratios of staff to children are always maintained in each room and children are well supervised. Staff deployment is planned so that a member of staff can always see where all children are in different areas of the nursery and outdoors. If a child needs to be taken to the bathroom while playing outside, staff always ensure that the ratios are maintained and the manager is called to cover if necessary. The premises are very secure, as all doors have coded entry and only experienced staff open the door to visitors, whose identity is checked. There are rigorous procedures for the recruitment of staff and the collection of children so that they are safe. All records are maintained accurately and are monitored, which means children's health and welfare are protected.

There is effective monitoring of staff practice by the manager, the deputy and the providers. Strengths and weaknesses are identified during regular reviews, and targets and training courses are set as a result. Staff have opportunities to shape their own professional development through training and monitoring. This means that children's learning experiences continually improve. The management team monitors children's progress records and staff planning so that this is of good quality and is continually evolving to meet the needs of individual children. All staff, parents and children contribute to the self-evaluation process, which is effective in identifying and addressing areas for improvement. Staff reflect on their teaching each week and evaluate this to find ways to improve the provision to support children's progress. Parents are made to feel welcome to speak to the manager or staff about any concerns or suggestions they may have. They are very well informed about the policies and procedures in the nursery and these are on display in the entrance. Their views are actively sought through questionnaires, a suggestion box and daily communication with staff. Parents report that they are very happy with the provision and that children gain confidence, improve their language skills and enjoy their time at the nursery.

The nursery receives regular support from a local authority early years adviser. This has helped them to improve the quality of the provision, with particular regard to planning and the improvement of the safeguarding policy. There are good links with local schools and other early years providers. The manager attends transition meetings at a local school, which has helped to improve ways in which parents are included in this process. Staff share ideas and good practice with other providers. Early intervention and support for children and their families are secured through effective partnerships with other professionals.

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 | EY443478 |
| Local authority | Sandwell |
| Inspection number | 980535 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 51 |
| Number of children on roll | 78 |
| Name of provider | Tiddlywinks Kiddy's Nursery Limited |
| Date of previous inspection | 26/11/2012 |
| Telephone number | 01215579399 |

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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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