

Tiddly Winks Nursery

Hooley Hall, Emlyn Road, Redhill, Surrey, RH1 6EW

Inspection date	30/09/2014
Previous inspection date	31/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The management and staff team place high regard on health and safety. There are extensive and detailed risk assessments in place which mean children keep safe at all times.
- Children serve themselves during all meal and snack times. This promotes their independence well and develops their knowledge of a healthy lifestyle.
- Staff are skilled at promoting children's communication and language development by using good questioning techniques.
- Partnership with parents, external agencies and additional early years providers is good. This means children's development needs are met and therefore are consistently making good progress.

It is not yet outstanding because

- Staff do not always provide children with visual resources to develop their knowledge of the concept of time.

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 spoke to staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector sampled various documents including risk assessments.
- The inspector spoke to parents to gain feedback on the nursery and staff.

Inspector

Hannah Barter

Full report

Information about the setting

The nursery registered in 1986 and operates from a converted building in Redhill, Surrey. All children have access to two enclosed outdoor play areas. The setting is open each weekday from 7.30am to 6.30pm for 51 weeks a year. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The setting currently has 77 children on roll, who are all in the early years age group. The setting supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The setting receives funding for the provision of free early education for children aged two, three and four years. The setting employs 19 staff; of these, 16 hold relevant childcare qualifications and 10 staff hold a full and relevant first-aid certificate. The manager holds Early Years Teacher Status.

What the setting needs to do to improve further

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

- provide children with visual resources to help them to develop an understanding of the concept of time.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. They consistently provide interesting activities for children which engage and challenge their development in the seven areas of learning. Staff promote children's communication and language development effectively. The nursery has been involved in the Every Child a Talker programme and has created a large display which explains the importance of promoting children's language development to parents. The display provides ideas for parents to use to support their children's language. There is also a book library full of dual language books which fully supports all children's needs but particularly those with English as an additional language. During the inspection baby room staff sang nursery rhymes to babies and used puppets to teach them about animal sounds such as 'quack, quack'. This encourages their developing communication and language skills and promotes their understanding of the world they live in.

Older children thoroughly enjoyed playing with cornflour and water. They explored the mixture with their hands and used paintbrushes to make marks. Children commented that it felt 'slimy' and 'cold.' They made dots in the mixture which they then confidently counted to 10. Staff asked children what they would like to draw and asked them to show them their pictures. This develops children's early writing skills as they use paintbrushes to

make marks.

Staff plan for, assess, monitor and extend children's development effectively. Staff have a good understanding and knowledge of how to complete the progress check for two-year-olds and competently report on the required areas of learning and development. The nursery has changed their assessment system to now ensure that staff assess children each week. Staff use different types of observations, such as photographs and tracking observations to comment on the children's development. Using the Early Years Foundation Stage, staff then plan individual next steps for each child. When children start a 'Child Entry Form' is completed which details children's routines, likes and dislikes which the staff use as a starting point for planning. The staff plan weekly and incorporate children's individual routines, especially for the baby room, into these plans. They also focus on children's interests and individual stages of development. The baby room staff confidently cover the prime areas of learning but also incorporate the specific areas which include mathematics and expressive arts and design. Staff closely monitor children's progress and plot their observations on to a tracking chart. This enables staff to highlight any gaps in development and to ensure that all children are making good and steady progress in their learning and development.

Staff encourage parents to contribute activity ideas from their experiences at home. Parents are able to make comments on a display and suggest ideas to the setting. 'My Name is' forms are sent home termly for parents to complete and ask for information such as 'family news', and 'favourite places to go'. This ensures that children's learning is consistent and involves parents in their learning and development. The staff working with the older children use the same format for observations and assessment but cover all seven areas of the curriculum. Staff focus heavily on children's interests, and ideas from parents are included. For example, a parent asked the staff to discuss road safety due to an incident that happened at home. Staff incorporated this into the planning to support the parent's request. Staff produce termly assessments for each child which detail the progress they have made. Opportunities for parents to discuss these assessments with their child's key person are made available at convenient times.

Staff provide ample opportunities for children of all ages to explore and actively learn. Babies enjoyed using the sensory garden and explored the large ball pit and sand tray. Staff supported the babies well and offered opportunities for children to explore natural resources such as pine cones and the soil in the mud kitchen. Older children made mud pies for the staff. They confidently filled saucepans and bowls and presented them to the staff. They were clearly proud of their achievements and staff skilfully extended the children's learning by asking how they could cook their pie. Staff asked children to tell them what they had put in their mud pie which allowed them to use their imaginations and describe their ideas. Staff asked children if they are making a healthy or unhealthy pie, receiving responses such as 'A healthy pie because there is fruit in it.' This shows that children have a good understanding of what is healthy. Children have access to large rolls of paper attached to the wall and confidently used pens and crayons to make marks on the paper. Staff also drew on the paper next to the child and talked about their drawing. 'I have drawn a circle, two eyes and a smiley face. What are you drawing' This promotes children's early writing skills, knowledge of shape and number and communication and language development. Staff support children's developing literacy skills effectively.

Children sit down for snack and are encouraged to find their name from a selection of laminated cards. Printed numbers show the children how many of each snack item they can take which promotes number recognition and they confidently count their items. Children talked to each other about how many items they had. 'I have two cheese straws, but I can have one more if I want to, showing their understanding of simple mathematics concepts.' Children are encouraged to write their own names on their artwork. Staff show children their name in print and encourage them to copy. Staff offer good levels of encouragement which motivates children to have a go at doing it for themselves. This promotes children's literacy skills and ensures that children are preparing for their move to school.

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

Children are happy and settled at the nursery and have a good relationship with their key persons as well as all of the other staff. The environment both indoor and outdoors is arranged well. It looks inviting and interesting, which motivates children to explore and learn. Resources are labelled clearly with pictures and words which promotes children's independence and early literacy skills. Babies are secure within their environment and sit happily with the different staff members. Staff offer cuddles when babies become upset and show that they have a good understanding of their individual needs and routines. Staff read books to children which showed pictures of different emotions such as laughing, sad, worried and blowing kisses. Staff encouraged children to show them what they thought those emotions looked like. This develops children's understanding of feelings and gives them an awareness of how others may be feeling. Babies who are learning to walk use walkers to move around the room. Staff support the children and stand close by to ensure they are safe. Staff praise the babies and clap their hands which promotes their confidence and motivates them to keep going, developing good physical skills and strength.

The rooms are bright and colourful with various low-level displays which show photographs of the children and their artwork. This promotes children's sense of achievement and belonging. Children behave well due to the positive role modelling from all staff. Staff are always at children's level, speak to them about how they might be feeling and encourage them to talk about how they feel. If needed, there is a reflection spot where children can take a little time out to calm down before re-joining the group. Staff use an emotion dice to encourage children to be aware of different feelings and show empathy towards others. Some children have specific reward systems which parents also use at home. This means children fully understand the expectations placed on them due to the consistency in teaching at home and at the nursery. However, at times staff provide instructions to children such as 'Five minutes until tidy up time', but do not provide visual resources to develop children's understanding of the concept of time. This means that not all children will be aware of what staff expect from them. Staff teach children about cultural diversity by providing a range of books and dressing up resources. Staff greet children in their home languages which ensures all children are made to feel welcome and valued. Activities such as 'All About Me' allows children to paint pictures of themselves as they see themselves and they then discuss their differences such as in eye

colour.

Children have a good understanding of how to keep themselves safe. The nursery has employed the services of an external health and safety company who have comprehensively risk assessed the environment. This knowledge is passed on to children who show exceptional levels of confidence when discussing the nursery rules. For example, children sit up in the 'Castle' and listen to stories with a staff member. Before coming up to the 'Castle' children lined up and were asked to look at the visual risk assessment displayed on the gate. Children were fully aware that they are not to go up to the castle without a staff member, they must not take toys up the stairs as this could be dangerous and that they walk one step at a time to make sure they keep safe. Children learn to manage their own risks in the garden. There is a designated personal, social and emotional development officer who oversees the outdoor activities and ensures that children understand how to keep themselves safe and that other staff are deployed effectively. Children demonstrate that they have a good understanding of how to do this when they explain, 'We take it in turns when we climb so we don't hurt our friends.'

Staff support children's physical development and healthy lifestyles. Children have access to two different outdoor areas. The first one is what the nursery calls a 'sensory garden'. This is very well equipped with different areas which encourages children to explore. There is a large sand area and mud area where children enjoy digging. A small wooden kitchen area enables children to explore pots and pans and there is a small planting area where children plant seeds and grow vegetables. The second outdoor area is equipped with different soft-play resources which encourages children to climb and crawl over obstacles. During the inspection, children ran around in the open space and showed excitement when chasing their friends. This fully supports children's healthy lifestyles and physical development. Children took it in turns to throw balls through a hoop. Staff encouraged the children to bend their knees before throwing the ball and offered lots of praise and encouragement, such as 'Well done, very very close, let's move a bit closer.' This develops children's confidence and self-esteem, their hand-eye coordination and motivates them to have a go. Children independently prepare and serve all of their snacks and meals. Staff provide children with a varied and balanced menu which is prepared by the chef on-site. Children independently access water from a water station in the garden and are confident in filling their cups when they wish. This further promotes children's healthy lifestyles.

Staff have good relationships with local schools and additional early years providers. Teachers visit the nursery which enables them to start to build a relationship with the children within a familiar environment. Staff complete transition documents and share development records. This helps children to settle and ensure they are emotionally prepared for their next stage in learning. Moving through the nursery is also a smooth process for the children so they feel secure and comfortable. Key persons meet and discuss children's development before the move and offer plenty of visits. Staff also invite parents to help their child settle.

The effectiveness of the leadership and management of the early years

provision

The manager and staff have a very good understanding of the safeguarding and welfare requirements in order to protect children's welfare. Staff are confident in recording accidents and incidents and monitor these to ensure there are not any recurring patterns. Staff make certain that they inform parents about any accidents their children have so they are aware of any issues that may affect their child's well-being. The majority of the staff hold a full and relevant first-aid certificate to enable them to quickly respond to any accident appropriately. There is a clear child protection policy in place, which, along with the training all staff receive, helps them to know how to keep children safe. The extremely detailed risk assessment and continuous monitoring of the environment ensures that children's safety and well-being is a high priority. Staff supervise children well and they deploy themselves effectively in the available areas to the children. This further ensures children keep safe.

The staff and management team have worked very hard and addressed all of the actions and recommendations from their last inspection. They have worked closely with their local authority early years advisor to gain support and advice on how to meet the requirements. This demonstrates the commitment that they place on self-evaluation and continuously improving their provision. The management team strives to improve and the staff team shows high levels of motivation and dedication in improving the nursery and their practice. They have completed a self-evaluation form which clearly identifies the strengths and areas for further development to improve the quality of the provision for children further.

Robust recruitment and induction processes are in place to ensure the suitability of all staff. New staff are provided with a mentor to shadow and observe best practice. Suitability checks are in place for all staff and written references are required before a job offer is given. This helps to ensure they are suitable for their role to work with children. The manager provides supervision sessions every six weeks, monthly staff meetings and annual appraisals as a minimum. The manager quickly identifies any training needs and the proprietor is willing to fund staff through their various courses which enables them to gain further knowledge and provide better outcomes for the children. The nursery has also recently introduced peer observation which provides further opportunities for staff to discuss their practice with each other and improve it. The management team monitors the children's learning and development records to ensure staff are providing suitable but challenging experiences to all children. This ensures all children are making good progress.

The management and staff have good relationships with parents. Staff talk to parents on a daily basis about their children's day and their progress in learning. The two younger rooms have a daily contact book which staff share with parents and detail information regarding their routines. Regular newsletters are emailed to ensure all parents are aware of upcoming events. Key persons offer termly meetings to discuss their children's progress and also listen to suggestions parents may have. Suggestion boards are visible at the nursery and encourage parents to contribute towards their children's learning opportunities. Parents speak very highly of the nursery and the staff team. Parents are happy with the amount of information they receive regarding their children and comment on how well their children settled. Parents whose children learn English as an additional

language offer high levels of praise for the amount of support given to them to ensure their children's home language is still encouraged.

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	122626
Local authority	Surrey
Inspection number	971835
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	77
Name of provider	Tiddlywinks Nursery Ltd
Date of previous inspection	31/03/2014
Telephone number	01737 218427

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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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