

Tiddlywinks

1 Yeomanry Road, Battlefield Enterprise Park, SHREWSBURY, Shropshire, SY1 3EH

Inspection date	23/12/2014
Previous inspection date	22/01/2010

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		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

- Staff have a good understanding of their safeguarding responsibilities and regularly refresh their understanding of the procedures to protect children and to keep them safe.
- Children's progress is effectively supported through high quality teaching practice by all the staff.
- Partnership working with parents is good. A comprehensive, detailed and two-way communication process ensures that staff are clear about children's needs.
- Staff complete detailed observations and assessments, which helps them to plan purposeful activities to meet children's individual needs and next steps in their learning.

It is not yet outstanding because

- Staff do not always provide sufficient time for children to decide how they would like to play or complete a task. This is because staff sometimes intervene too soon and over direct them.
- Staff do not always support children's independence skills during lunch time. For example, they do not consistently encourage children to pour their own drinks and to choose and serve their own food.

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 activities indoors and outdoors.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of staff working within the pre-school and a range of other documentation.
- The inspector held a meeting with the manager and the owner, and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Lesley Bott

Full report

Information about the setting

Tiddlywinks was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single-storey unit on the Battlefield Business Park, in Shrewsbury, Shropshire. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens five days a week, from 8am until 6pm, all year round except bank holidays. Children attend for a variety of sessions. There are currently 42 children attending, of whom 31 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.

What the setting needs to do to improve further

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

- enhance the already good standard of teaching by encouraging staff to be more perceptive in recognising when to stand back and when to intervene in children's play, so that children have more control over their play and decision making
- support children's growing independence further by making the most of opportunities to involve them in their self-help routines at lunch time, for example, serving their own food and pouring their drinks.

Inspection judgements

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

The quality of teaching is good, therefore children make good progress in their learning and development. Staff provide a wide range of stimulating activities based on children's own interests. Children independently access equipment and resources and staff provide planned activities, which have focussed learning intentions. For example, as children prepare for outdoor play, staff ask questions to support children's critical thinking as they encourage them to decide what equipment they are going to use outside. However, on occasions, staff do not give children sufficient time to decide what they would like to play with before they move them on to another activity. This is because staff sometimes intervene too soon to direct children's chosen play. Consequently, children are not always in full control of their own play ideas. Staff gather important information from parents prior to their children starting. For example, they ask parents about children's existing skills and knowledge, which helps staff to sharply focus initial assessments and to plan for children's individual learning needs. Staff regularly carry out observations to identify where the children are in their learning. This means that children's individual needs are met and staff effectively use the educational programmes to continue to offer challenging

experiences across most areas of learning. As a result, children make good progress towards the early learning goals. Parents are kept fully involved in their child's learning by staff who use effective methods to ensure parents can continue learning at home.

Children are beginning to learn about numbers, shapes and size as they play with a selection of games, which enable them to match and make patterns. For example, older children enjoy decorating Christmas biscuits, and others use tools effectively to make shapes from play dough. Children's language and communication skills are developing well as they chat away to their key person and staff throughout the day. Pre-school children begin to recognise their names as they use name cards at registration and during small group activities. Staff model how letters are formed and the initial sound of their names. This supports children's thinking skills and promotes communication, self-confidence and self-esteem; all skills which are needed in readiness for school. Children have access to a good selection of books, which they handle correctly. Effective use of group sessions, such as singing and story time, help to develop children's social skills, as well as nurture their communication and language development.

Children are effectively welcomed by staff, and children with English as an additional language are fully included within the nursery. For example, staff ensure that they have a good selection of familiar words in the child's home language to use with them together with a visual timetable of the routines of the day. This helps children to manage themselves emotionally as they prepare for change throughout the day. All children learn about the importance of being active as they develop a good range of physical skills. They enjoy weekly 'yoga' sessions as they learn to develop and move their bodies in different ways.

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

An effective key-person system is in place. This means that children are beginning to bond and form strong attachments with their key person. Parents' contributions are highly valued and play an important part in helping staff gain an accurate picture of the child when they start. For example, initial information about children's likes, dislikes and daily routines. This provides staff with knowledge about what children like and helps them settle quickly and easily. Parents are made aware of who their child's key person is and know who to speak to about any issues with their child. Staff manage children's behaviour well. The established rules are clear and consistent and as a result, children know and understand right from wrong. For example, children are reminded to be kind to one another and to take turns and share.

Children's health and dietary needs are fully understood by staff. Comprehensive records are kept of any specific dietary needs, and these are made known to all staff. Lunch times enable children to enjoy a wide variety of freshly prepared food as they learn about the benefits of healthy and well-balanced meals. However, older children are not fully involved in simple routines to promote their independence skills further, such as pouring their drinks and being able to serve themselves, as their lunch arrives at the table already plated. Regular daily opportunities are in place for children to spend time outside, as they have space to walk, run, climb, jump and move in different ways and manoeuvre trikes

with increasing control. Children's understanding of keeping themselves safe is well supported by staff, as they are encouraged to manage their own risks. For example, children know and understand about the impact of tidying toys away to clear space before sitting down for circle time or lunch time. Children are able to identify where the equipment goes, because printed words and pictures are displayed on the boxes and shelves.

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

Staff have a good understanding of child protection and the procedures to follow should they have a concern about a child in their care. As a result, children are safeguarded well. All staff are aware of the four different types of abuse and signs of concern. They are vigilant about safeguarding children and seek explanations about unusual bruising. Effective steps are in place to prevent unauthorised access to the nursery, ensuring children play in a secure environment. Visitors are asked to sign in and out and identification is checked. Recruitment procedures are robust, as safer recruitment principles are used. The suitability of all staff is checked thoroughly before being employed, including a Disclosure and Barring Service check.

The manager has a good understanding of her responsibility to fully meet the learning and development requirements. Regular staff meetings are held to discuss ways to improve practice and assess children's progress. All staff are involved in the process of evaluation, as they reflect on the activities and children's play experiences. This, together with reviews of the self-evaluation of the nursery helps to inform future planning and improve the quality of teaching. The manager reviews the planning and assessments to ensure children's learning and progress are effectively supported. This means that gaps in children's learning are identified straight away and staff are able to close gaps quickly to ensure all children make good progress. Staff receive ongoing mentoring through focused one-to-one supervisions, and annual appraisals are used to review staff's ongoing suitability. A high priority is given to identify essential training courses to ensure that staff's first-aid and safeguarding knowledge and skills are up to date. The manager has made significant progress since the last inspection, as staff have worked hard to address the recommendations. This means that planning is now more focussed around the individual needs of the child to take into account children who are more able or need additional support.

Partnerships with other settings are effective and staff work closely with them. As a result, children receive a complementary approach to their learning. Partnerships with parents are strong. Staff spend time with parents at the beginning and end of each day, discussing their child's needs and achievements. Parents are also invited to meet with staff to discuss their child's progress more formally. This two-way flow of communication ensures that parents are kept well informed of their child's progress. Parents' comments reflect that they are happy with the care and education offered to their children, especially the close working relationship offered by the staff. Staff throughout the setting create an environment that is welcoming, safe and stimulating where children enjoy their learning

and grow in confidence. This means that every child receives a happy and enjoyable experience, which prepares them well for school or the next stage in their learning.

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	EY256469
Local authority	Shropshire
Inspection number	860430
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	42
Name of provider	Tiddlywinks Shrewsbury Limited
Date of previous inspection	22/01/2010
Telephone number	01743 464113

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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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