

# Tiddly Winks

St Albans Church, Princes Road, Romford, RM1 2RD

<b>Inspection date</b>	15/01/2015
Previous inspection date	13/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 build warm, affectionate relationships with the children. This helps them to settle and motivates them to learn and progress.
- Staff provide a well-resourced environment where children enjoy their play and learning and are interested in the activities and resources available.
- Staff have established strong and effective professional relationships with parents. Therefore, children benefit because this enables staff to meet their individual needs well.
- Staff ensure the safety and well-being of children by providing a safe and secure environment.

### It is not yet outstanding because

- Staff miss some opportunities to promote children's early reading and writing skills by discussing the words and letters children are writing.

## 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 examined a range of documents, including staff and children's files.
- The inspector offered management a joint observation.
- The inspector spoke to children and a number of parents during the inspection.
- The inspector carried out discussions with the deputy and staff throughout the inspection.
- The inspector observed staff and children engaged activities during the inspection.

## Inspector

Caroline Preston

## Full report

### Information about the setting

Tiddly Winks registered in 2001 and operates from a church hall. It is situated in Romford in the London Borough of Havering. The playgroup is open each weekday from 9am to 3pm except Friday when it is open from 9am to 12pm term time only. There is a secure outdoor play area. The playgroup is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 47 children in the early years age range on roll. The playgroup employs eight members of staff. All hold appropriate early years qualifications. The playgroup provide free early education for children aged two, three and four years.

### What the setting needs to do to improve further

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

- strengthen children's early reading and writing skills further by extending their understanding of letters and sounds.

### Inspection judgements

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

Staff provide children with a good range of learning experiences which ensures they develop in all areas. Staff observe and assess children's starting points when they first attend and plan their progression well. Therefore, children make good progress in their learning. Staff plan an interesting and challenging environment for children, which motivates children to play. Staff encourage children to take part in art activities, which promote their creative skills. At the inspection, staff helped children to write letters and words, such as winter, on their picture. However, staff missed the opportunity promote children's early literacy skills further and sound out the letters of the word as children copied and formed letters. Staff provide sponge printing activities. Children enjoy mixing the paint and squeezing the sponges. Staff engage well with children offering a good balance of adult-led and child-initiated activities.

Staff provide interesting role-play resources, such as a puppet theatre. Staff encourage children to develop friendships and interact with one another. This helps to promote children's confidence and their language skills. Staff provide a good range of programmable toys, such as shopping tills. Children enjoy acting out familiar routines, such as shopping. Consequently, children develop their technology skills as they learn to operate the tills, use the pretend credit cards and become familiar with money. Children build large towers with bricks, they make shapes and develop awareness of space and shape. Staff effectively encourage children to count, weigh and measure when reading stories and as they play, which supports children's early mathematical skills. Staff provide

children with playdough and tools, this encourages children to make shapes. Staff organise effective circle time activities. Staff sing familiar nursery rhymes with them and children learn about seasons. Staff also teach children the days of the week, which helps children learn about the passing of time. Children develop their physical skills as they use the large climbing frame to climb over and under, and balance skilfully. The broad range of activities provided helps children move forward to their next stage of learning.

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

Staff promote children's growing confidence and well-being effectively because they have established good relationships with them. Staff ensure children are settled and feel secure. They do this by welcoming them and finding out about their individual needs. Staff are good role models because they treat children respectfully and kindly. Staff teach children about appropriate behaviour rules. For example, they talk to them about the playgroup rules and use pictures to help them understand. Staff praise and encourage children regularly, which helps them to behave well.

Staff provide children with healthy snacks and drinks and discuss where milk comes from, for example. This helps children learn about the importance of healthy lifestyles. Staff encourage children to manage their own personal needs and teach them about good hygiene routines. For example, children know the importance of washing their hands before and after snacks, and after using the toilet. Staff teach children about the wider world through play resources promoting positive images of others. Staff celebrate various festivals with children which encourages them to develop a positive awareness of other cultures and celebrations. Staff teach children about safety when they discuss road safety and complete regular fire drills. Children are also encouraged to help tidy away during daily routines. This teaches them to take responsibility for the environment and keep it safe. Staff provide children with a good range of play resources to support their ongoing development in all areas and prepare them for the move to school.

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

The provider understands her responsibilities to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. She monitors the delivery of the educational programme effectively. For example, she views all children's progress reports and the planning of activities and resources completed by staff. This means she is able to identify any gaps in children's learning and areas for staff development. The manager carries out regular supervision meetings with staff and offers them good opportunities for further training. This helps drive improvement and supports staff with their professional development.

Staff have a good knowledge and understanding of safeguarding procedures. They are fully aware of how to identify any concerns and report them to the relevant agencies. Staff undertake detailed risk assessments of the premises and activities to ensure they keep

children safe. They identify and address any possible risks. All of which safeguards children's well-being. Staff establish good working relationships with parents which benefits children's good progress and well-being. Staff share children's records of achievements with parents. They involve parents with children's learning and support them to continue their learning at home. Parents receive regular newsletters which inform them of topics and areas of the curriculum that staff are covering. Staff understand the importance of effective partnership working and liaise with other professionals. This helps ensure they meet all children's individual needs and that they progress in their learning.

The provider uses detailed self-evaluation to assess practice and achieve improvement and children benefit from this. For example, through evaluation the provider assessed where they need more resources to support children's learning more effectively. There has been improvements with documentation, staff meetings and training. The provider has addressed the recommendations raised at the last inspection. Consequently, the provider and staff are continually improving outcomes for children.

### **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

<b>Unique reference number</b>	EY232044
<b>Local authority</b>	Havering
<b>Inspection number</b>	845680
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Audrey Helen Kiani
<b>Date of previous inspection</b>	13/01/2011
<b>Telephone number</b>	07960 268 889

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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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