

Tiddlywinks Day Nursery

108 High Road, Trimley St. Mary, Felixstowe, Suffolk, IP11 0SU

Inspection date

14/01/2015

Previous inspection date

21/03/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children are not safeguarded because there are no systems in place to ensure staff are suitable to work with children. Leaders do not ensure that all staff receive induction training to help them understand their roles and responsibilities. As a result, not all staff know the nursery's safeguarding and children protection procedures.
- Leaders have not updated their safeguarding policy to be in line with the guidance and procedures of the Local Safeguarding Children Board; the safeguarding policy does not include an explanation of the action to be taken should an allegation be made against a member of staff, or cover the use of cameras in the nursery.
- Leaders do not monitor the quality of practice in order to help it improve and arrangements for supervision are not in place to assess and support staff's performance.
- Significant weaknesses in the quality of the educational programmes and the quality of teaching hamper children's learning. Staff do not plan daily opportunities for children to play outdoors, nor do they regularly extend children's learning.
- Staff do not facilitate a regular, two-way flow of information with parents and between providers, where children attend more than one setting.

It has the following strengths

- Children enjoy making choices in their play and appear happy and settled.

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 all three playrooms.
- The inspector conducted a joint observation with the manager and deputy manager.
- The inspector held a meeting with the manager and deputy manager.
- The inspector looked at a selection of children's assessment records, planning documentation and registration documents.
- The inspector checked the suitability of all staff and their qualifications, the nursery's self-evaluation and staff files.
- The inspector took into account the views of parents and information provided by the nursery.

Inspector

Kerr Cobbett

Full report

Information about the setting

Tiddlywinks Day Nursery was registered in 1992 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It occupies the ground floor of a private house in Trimley St Mary, near Felixstowe, Suffolk. The nursery operates from three rooms, two of which are on the ground floor of the house, and a baby room in a building in the garden. There are two separate, enclosed garden areas. The nursery serves the local community. A maximum of 18 children may attend at any one time. The nursery is open each weekday from 8am to 6pm, 51 weeks of the year. There are currently 42 children on roll, 37 of these are within the early years range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery offers care to older children before school from 8am until 8.45am, and after school from 3.10pm until 6pm. There are seven members of staff who work directly with the children, all of whom hold appropriate early years qualifications to at least level 3.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that a Disclosure and Barring Service check is obtained for every person aged 16 years and over who works directly with children

ensure people, whose suitability has not been checked through a disclosure and barring check, do not have unsupervised contact with children being cared for

implement induction training to ensure helps all staff to understand their roles and responsibilities, with particular regard to the safeguarding policy and fire evacuation procedures

ensure that the safeguarding children policy and procedures are in line with the procedures of the Local Safeguarding Children Board, and include the use of cameras and the action to take in the event of an allegation being made against a member of staff

ensure all staff have up to date knowledge of safeguarding issues and that they understand and have access to the safeguarding policy.

To meet the requirements of the Early Years Foundation Stage the provider must:

- put in place appropriate arrangements for the supervision of staff, so that staff's professional development needs are identified and met through ongoing support and training, and the quality of teaching and learning is improved
- ensure all children's levels of achievement are identified consistently and that staff use this information to provide activities and experiences that are challenging and interesting to individual children
- ensure that opportunities for outdoor play are planned and utilised on a daily basis
- enable a regular two-way flow of information with parents and between providers, where children attend more than one setting, including gathering initial starting points to support children's well-being and their learning and development needs.

Inspection judgements

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

The quality of teaching is inadequate because staff do not have a good knowledge and understanding of the areas of learning. Staff join in children's play but do not consistently extend or challenge children as they learn. For example, staff plan a cooking activity for two children but they are not clear about the learning objective. As a result, the activity lacks challenge for more able children and does not support all children in making the best possible progress. Staff are enthusiastic and engaged in play with the children. However, not all staff have clear expectations of their key children, which means the quality of teaching is inconsistent across the whole nursery.

Children move freely around the environment and make choices in their play. Babies enjoy a small play kitchen area, where they explore a variety of cooking utensils using all their senses. Children transfer to the older group room from two years of age. In here, they are able to move freely between two rooms, playing together in activities, such as the sand and water. The children are able to access other resources freely, such as paint and mark-making tools. The activities provided, along with resources, such as books and role play items, which children access freely, cover the seven areas of learning but are not always used by staff to challenge and extend children's learning. This is because systems to track development and use assessments to plan challenging activities are not embedded in practice. Many of the older children engage in the water play, exploring marbles with spoons and cups. While this activity has many possible learning outcomes, staff do not recognise these or extend the learning because of significant inconsistencies in the quality of teaching. Children aged from two years onwards play and learn together between the two rooms within the nursery. Planning does not differentiate activities for the varied age groups in the room, to ensure that learning outcomes are relevant to individual children's age and stage of development. Some identified next steps in children's learning are too broad, which means they are too difficult for children to achieve, such as learning to share for very young children. Conversely, for older children, these next steps and learning objectives have already been met, which means the activity lacks any real challenge and staff do not always know how to extend the learning further. When children first start at the nursery, staff do not gain enough information from parents about what their child can do. In addition, staff do not carry out observations in the baby room frequently enough, or use observations to assess and plan activities to meet the needs of each individual. Some children's developmental records are not kept on site and, as a result, key persons do not have an accurate understanding of what children can do or how to plan for the next steps in their learning.

Children are not always supported to acquire the necessary range of skills in their physical development or have opportunities to be active, as they do not have access to outdoor play on a daily basis. This means too few children make enough progress in this area and are not acquiring the skills they need to be ready for school. Children have developed some sound friendships and attachments with their peers and the staff, which means they are happy and content during their time at the setting. Parents are encouraged to access children's progress records. However, the process to engage parents is not effective as

many of the comment pages remain empty and children's likes and dislikes on registration forms are not always completed. Staff do not follow this up to ensure that the necessary information is obtained. There is a regular flow of verbal communication between the nursery and parents to ensure that they are aware of children's basic care routines. Babies' care routines are shared through individual communication books between the setting and parents.

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

Children's welfare and well-being are not assured. Children and parents are provided with a false sense of security, as a result of weak leadership and management. Children have friendly and caring relationships with each other and the staff, but this is undermined because the provider has failed to ensure that everybody who works with the children is suitable to do so. Children are provided with a balanced snack and a hot lunch. Children know what food helps them to stay healthy because staff discuss this with them during mealtimes and during cooking activities. However, children are not always supported to be independent during these times, which hinders their development. For example, older children are not always encouraged to pour their own drinks and help in the preparation during mealtimes. There are opportunities for older children to be independent in their health and self-care as they can access the toilet area for themselves. Staff regularly check the toilet area. On occasions, they will supervise hand washing, for example, in preparation for cooking activities, so they can offer support to the younger children. The baby room routines during nappy changes are inconsistent. While some members of staff prepare appropriately for changing children's nappies, others do not. This means that children are sometimes left on the changing mat, or on the floor, while staff go to gather the necessary equipment.

Children do not have daily opportunities to learn outdoors because adults do not effectively plan learning experiences in the outdoor environment. This has a negative impact on children's well-being because they have fewer opportunities to be active and develop their coordination, control and movement. Most staff are good role models. They talk to children about what is right and wrong and praise positive behaviour, which boosts children's self-esteem.

The nursery has a key-person system in place. However, the key persons have not developed an effective two-way flow of communication with parents and other settings children attend. Consequently, some older children are not supported with their emotional well-being because the nursery has limited information about what children can do and what they are learning alongside their own observations. Although every child has a key person, the information, which is gathered to monitor children's progress, is inconsistent. For example, staff in the baby room do not complete the records promptly in order to shape children's learning. Observations and assessment are completed on a more regular basis within the older children's room, but staff do not effectively thread the information through to the planning.

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

Leadership and management is inadequate and the provider is failing to meet the requirements for the Early Years Foundation Stage and the Childcare Register. The provider has failed carry out appropriate checks on all staff and has not kept a record of all staff qualifications or the vetting procedures undertaken. Induction procedures for staff are not implemented. As a result, not all staff are fully aware of the nursery's procedures for keeping children safe. The safeguarding policy and procedure is not in line with the Local Safeguarding Children Board guidance and does not include the use of cameras, or clearly identify what happens if an allegation should be made against a member of staff. This compromises children's welfare. Furthermore, staff are failing to meet children's individual needs as they are not being supported to improve their practice.

The monitoring of the range of activities and the quality of teaching is not robust and practice across the nursery is inconsistent. Newer staff members have not been supported with a suitable induction, which has had a negative impact on their understanding of their roles and responsibilities. While some staff complete regular observations, others do not, which has a significant impact on children's progress as assessment is not precise. Some staff members have not been supported to attend further training in order to improve their teaching skills, as the management has not identified weaknesses in teaching. Appropriate arrangements for the supervision of staff, to provide coaching and training in the interests of children, are not in place. Partnerships with parents are limited to daily conversations about children's care routines.

The nursery does not fully engage parents in their child's learning and development. Current procedures do not support staff in gathering the necessary information in order to work effectively in partnership, such as the 'All about me' section of children's registration forms. The scant information that is in place is not shared with other providers, when children attend more than one setting, to support children's well-being and emotional development. This means children are not provided with continuity of care and there is no shared approach to their learning and development. The process of self-evaluation does not reflect the current practice. For example, the evaluation includes reference to the settling-in process that the nursery provides when a child first starts, but this is not consistent with what actually happens. While the provider has made some attempt to address actions from the previous inspection, this is having very little impact on driving practice forward. Consequently, children are not making sufficient progress and their welfare is not assured.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided, is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- train all staff on the written statement of procedures to be followed to safeguard children from abuse and neglect (compulsory part of the Childcare Register)
- provide access to outdoor space, or where this is not practicable, reasonable arrangements must be made for activities to take place outdoors (compulsory part of the Childcare Register)
- provide, or secure the provision of, any training which is necessary to ensure that all staff have suitable skills and experience to care for children (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided, is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

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	251804
Local authority	Suffolk
Inspection number	876490
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	42
Name of provider	Tiddlywinks Nursery Felixstowe Ltd
Date of previous inspection	21/03/2011
Telephone number	01394 274130

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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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Piccadilly Gate
Store St
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M1 2WD

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