

Tiddlywinks Nursery

22 Sylvia Avenue, Birmingham, West Midlands, B31 3LE



Inspection date

5 February 2015

Previous inspection date

4 February 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching is exemplary, and this means children make substantial progress in their learning and development. Assessments are precise and planning is tailored to children's individual needs, ensuring they consistently sustain their very high levels of achievement.
- Children's behaviour is very well promoted, and they are highly disciplined in their play. Children learn to have regard for, and to respect, others as they join in with activities for mixed-age groups.
- Children form extremely strong bonds with key persons because the settling-in process is tailored to children's individual needs, ensuring their well-being is substantially promoted.
- The successful partnerships with parents ensure children's needs are superbly met, and staff consistently share information, so that parents actively contribute to children's learning and care within the nursery.
- The successful partnerships with parents ensure children's needs are superbly met, and staff consistently share information, so that parents actively contribute to children's learning and care within the nursery.
- The arrangements for safeguarding children in the nursery are excellent. All staff have a highly developed understanding of their responsibilities to protect children and to keep them safe. Staff regularly refresh their knowledge, so that they are informed about up-to-date procedures to report concerns.

What the setting needs to do to improve further

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

- sharpen the focus on the monitoring arrangements to ensure staff build on their skills, for example, by carrying out peer observations to sustain the excellent quality of teaching within the nursery.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environments.
- The inspector looked at a sample of policies, children's assessment records and planning documentation, and reviewed the nursery's self-evaluation form.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffiith

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff have an excellent knowledge and understanding of how children learn, and they provide highly stimulating activities across all areas of learning. This means that children make substantial progress in their development. Staff expertly adapt the teaching according to children's age and stage of development. There is a clear distinction between the teaching of children of different age groups. Staff skilfully guide younger children to find answers to questions, and they promote the critical thinking of pre-school children, so that they can describe what they do, such as when they make owls' nests. Staff are keen to promote children's exploratory skills through activities, and they effectively extend learning started indoors. For example, staff continue with learning outside, so that children become active learners who take responsibility to develop their observational skills as they look for items to build owls' nests. Children in all groups make rapid progress in their development across the areas of learning. These include children with special educational needs and babies aged one year, who exceed the expected level of development for their age.

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

Children's emotional well-being is sensitively promoted due to the nurturing care practices in the nursery. Staff have high expectations of all children and motivate them to develop high levels of independence during activities. For example, babies learn to feed themselves and older children put on coats with minimal help. This means children are extremely well prepared for their next stage in learning within the nursery, and at school. Children are confident because they have a highly-developed sense of belonging within the nursery. Children's good health is superbly promoted due to balanced meals and opportunities for exciting physical play outdoors. This includes access to the builders' yard and the allotment at the rear of nursery.

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

Leaders and managers have an excellent understanding of the requirements of the Early Years Foundation Stage. The monitoring of planning and assessments is rigorous, ensuring all children achieve optimum levels of progress in their learning. Staff receive significant support to maintain their professional development, due to regular supervision sessions. The manager regularly reviews staff teaching practice, which reflects the high levels of qualifications and additional training of the staff. However, some experienced staff have not yet developed their skills in contributing to the evaluation of the staff teaching practice, for example, by carrying out peer observations. There are highly successful partnerships with parents who received constant feedback on children's achievements, including the progress check between the ages of two and three years. Parents are extremely satisfied with the level of service they receive, which they say is, 'above and beyond what is required'. The provider maintains significant partnership working with other professionals and early years providers, ensuring that information is

effectively shared.

Setting details

Unique reference number	509315
Local authority	Birmingham
Inspection number	848041
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	17
Number of children on roll	23
Name of provider	Susan Emeny
Date of previous inspection	4 February 2009
Telephone number	0121 476 2793

Tiddlywinks Nursery was registered in 1991. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2, 3, 5 or 6. The nursery opens from Monday to Friday, 48 weeks of the year. Sessions are from 8am until 4.30pm Monday to Thursday and from 8am to 4pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

