

Tiddlers Day Nursery

Main Road, Stretton, Nr Alfreton, Derbyshire, DE55 6ET



Inspection date

2 April 2015

Previous inspection date

14 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The well qualified staff team make good use of observations, assessment and planning to consistently support children's next steps in learning and provide a good balance of adult-led and child-initiated activities.
- There are a very good range of activities that support children's understanding of healthy foods. Children regularly plant and grow food in the garden, which they eat at mealtimes. They help the cook to prepare some of the lunch time meals. They have developed a recipe book for parents and carers.
- The environment provides a stimulating and attractive space for children to engage in play. The outdoor area is extremely well thought out, and includes a sensory garden, a large planting and growing area and a large, fun 'gingerbread house'.
- Staff consistently support children to develop good levels of independence, for example, through the well-organised pre-school lunch time routine. This helps to prepare children for moving onto the next stage in their learning, such as school.
- The effective performance management systems, encourage staff to appraise each other's practice, identify areas for improvement and contribute to the setting's self-evaluation.

It is not yet outstanding because:

- There is scope to provide further explanation to parents and carers about what their children can learn at home and to capture more of their contributions for their child's learning journal.
- The system for monitoring the progress of different groups of children, is not yet maximised so that this information can be used to support children to make more rapid progress in their learning.

What the setting needs to do to improve further

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

- involve parents more in their child's learning by improving the exchange of information, encouraging them to share their views and supporting them to enhance children's learning and development at home
- improve teaching, thereby raising achievement from good to outstanding, by making even better use of the monitoring of children's achievements, so that the progress of different groups of children, for example, the most able, is rigorously checked and used to support them to make more rapid progress in their learning and development.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager, operations manager and assistant manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Justine Ellaway

Inspection findings

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

Staff give good consideration to the learning intention of planned activities, so that children move forward in their learning. For example, children plant seeds in the garden. The member of staff uses pictures and a video clip to support children to learn the lifecycle of the plant. She explains what plants need to grow. She then encourages the children to recall this, to consolidate their learning. Younger children develop their physical skills as they manipulate play dough. They make marks with their fingers to develop their early writing skills. The member of staff skilfully extends the children's vocabulary as she uses words such as 'squish' to describe what she is doing. Group activities, such as singing, help children to develop their listening skills. They join in enthusiastically with favourite songs, doing both the actions and the words. Staff regularly share information with parents and carers about children's next steps in learning. However, on occasion staff do not, thoroughly explain what children can learn from activities, give examples of how to extend learning or encourage parents and carers to share what they know.

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

Children thoroughly enjoy themselves. Staff are attentive and reassuring, for example, soothing younger children when they are tired. Careful consideration is given to assessing when children are ready to move up to the next room. This ensures that children's emotional well-being is effectively promoted. Parents and carers comment on the usefulness of the information they receive from staff about how the nursery meets their child's needs and routines. Staff deploy themselves well and effectively organise the routines and activities. This promotes children's enjoyment and helps children to understand the expectations. Children behave well and develop good relationships with others. Staff sensitively support children's understanding of their own safety, such as how to use cutlery appropriately. Children have daily opportunities to play outdoors and enjoy the fresh air.

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

Staff consistently promote children's safety throughout the nursery. Staff make good use of knowledge gained from training to monitor early concerns about children's development. They also make appropriate links with external professionals to ensure children receive appropriate support. Sound consideration is given to supporting children with English as an additional language. Staff are proactive in making links with other settings that children attend to provide consistent support. The management team are passionate and committed to providing high quality care. All of the areas for improvement from the last inspection have been addressed. The management team continually set themselves challenging targets for improvement. Monitoring is precise and successfully targets individual children and particular groups of children, for example those with identified needs. However, it is developing so as to be useful to compare all children, including those that are most able, so that all children make the best possible progress.

Setting details

Unique reference number	206269
Local authority	Derbyshire
Inspection number	973203
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	99
Name of provider	Louise & Damian Williams Partnership
Date of previous inspection	14 April 2014
Telephone number	01246 251330

Tiddlers Day Nursery was registered in 2000. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and one at level 2. The manager has Early Years Professional status, she is also a qualified teacher. The assistant manager has a degree in early years practice. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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