

Tiddlywinks Day Nursery & Pre School



Springfield Parish Centre, St. Augustine Way, Chelmsford, Essex, CM1 6GX

Inspection date 13 May 2015
Previous inspection date 29 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are keen, active and motivated to learn. They excitedly participate in a wide range of learning experiences. The quality of teaching is secure. As a result, children make good progress in their learning.
- Management and practitioners pay high regard to safeguarding children. Children play in a secure environment. Practitioners regularly update their safeguarding knowledge through appropriate training. Safer recruitment training helps management to ensure that all new practitioners are suitable to work with children.
- Children's self-confidence and self-esteem are highly promoted during their nursery day. Practitioners develop a secure understanding of each child's needs, which helps to settle children into the nursery routine. As a result, children are very confident, secure and happy.
- Children's progress is effectively assessed and planning is tailored to meet each child's learning needs.
- Parents are encouraged to view their children's development records during open evenings, and they receive verbal feedback on their children's day from their key person. As a result, parents feel welcome at the nursery and involved in their children's learning.

It is not yet outstanding because:

- The outdoor learning environment does not consistently provide the same quality resources and learning opportunities as the vibrant indoor environment.
- Opportunities to work in partnership with other settings that children attend have not been maximised, to ensure a consistent approach to supporting children's progress.

What the setting needs to do to improve further

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

- focus more precisely on the planning of activities outdoors, to enrich learning opportunities in all areas of the educational programme
- strengthen partnerships with other early years settings that children attend, to ensure a consistent two-way flow of information is maintained, so that children are fully supported in their learning.

Inspection activities

- The inspector observed activities in the two nursery rooms and the garden.
- The inspector held discussions with the registered provider, the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at records relating to children's details, practitioners' details, accident and medication records, written risk assessments, written policies, daily attendance records and a range of other relevant documentation.
- The inspector viewed records relating to the suitability of all practitioners and management, and saw a selection of training and qualification certificates.
- The inspector held a joint observation with the manager, to observe and discuss the quality of teaching.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Inspection findings

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

Children actively guide their own learning during free-play sessions. They are appropriately supported by practitioners, who use timely intervention, to follow their ideas. Activities are adapted and tailored to meet individual children's capabilities. As a result, all children make good progress in their learning. This includes those children who speak English as an additional language or who have special educational needs and/or disabilities. Children are encouraged to become independent in preparation for their move to school. For example, they make choices over their learning and help to clear away after lunch. Children's verbal and written communication are enhanced by practitioners using clear questioning skills and providing good opportunities for children to practise early writing.

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

Key persons work well with parents during children's settling-in sessions, to build a strong bond with each child. Consequently, children's early experiences of nursery are positive and relaxed. Practitioners build on children's self-esteem through a series of positive rewards. For example, children receive certificates for achieving their next steps in learning. Children work towards having their name placed on the achievement tree or star boards. This can be for anything from entering the nursery confidently to being kind to their friends. Children are well behaved and understand the nursery's boundaries. Children's physical well-being is actively promoted as they freely access the large garden on a daily basis. While the garden offers some learning experiences, opportunities for children to explore all seven areas of learning are less securely embedded. Children enjoy a selection of healthy snacks and meals during their nursery day. They freely access fresh drinking water when they are thirsty.

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

The nursery has a clear management structure. The educational programme is comprehensive and includes daily, adult-led, planned activities, which are usually based around a theme. Practitioners are knowledgeable about how children learn, and support them appropriately to make the best progress in relation to their starting points. The manager effectively monitors planning and assessment, which helps her to identify any gaps in children's learning. Regular supervision meetings enable the manager to support practitioners. A clear programme of professional development ensures that practitioners remain well qualified and update their basic knowledge, such as first aid and safeguarding. Practitioners and management review and evaluate the success of the nursery, and determine future plans for improvement. Partnerships with parents and local schools are good. However, management and key persons have not yet maximised opportunities to establish positive partnerships with other settings children attend, to ensure continuity and to support children's learning.

Setting details

Unique reference number	EY283577
Local authority	Essex
Inspection number	861153
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	28
Number of children on roll	75
Name of provider	Penny Ann Perry
Date of previous inspection	29 February 2012
Telephone number	01245 463245

Tiddlywinks Day Nursery and Pre-School was registered in 2004. The nursery employs eight members of childcare staff. Of these, all eight hold appropriate early years qualifications at levels 2 and 3. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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