

Tiddleywinks Pre School

Chruch of Ascension, Stubbington Avenue, Portsmouth, Hampshire, PO2 0JG



Inspection date

5 June 2015

Previous inspection date

8 October 2009

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

- The owner ensures the safe and smooth running of the pre-school and meets all requirements well. Staff have a clear understanding of their responsibilities to safeguard children due to effective induction and supervision procedures.
- Effective self-evaluation and the focus on improving the professional development of staff have helped the owner and staff to maintain the pre-school's good standards.
- Staff provide a safe environment that is accessible to children of different ages, abilities and backgrounds. They work closely with other early years providers and professionals involved in children's care and learning to help them meet children's individual needs well, including those with additional needs.
- Staff forge trusting relationships with parents and secure attachments with children, which promote children's well-being effectively and provide a strong base for their learning. They meet children's physical needs, helping them to develop self-care skills.
- Staff use the system for observation and assessment effectively to help them plan good support for each child. As a result, all children make good progress given their starting points on entry to the pre-school.

It is not yet outstanding because:

- Staff do not always plan small group activities and story times to capture children's interests fully or to help build children's concentration and learning as well as possible.
- Staff do not always work closely enough with parents to help them know how to support their children's learning at home in regard to helping them learn about healthy eating and foods that are good for them to eat.

What the setting needs to do to improve further

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

- keep a careful check on how well staff plan activities to make sure they capture children's interest thoroughly, particularly at story time, and that they promote children's concentration and learning during small group activities
- extend children's understanding of how to keep healthy, for example, by working more closely with parents in regard to healthy eating.

Inspection activities

- The inspector observed staff's interactions with children during activities and viewed the play areas and resources.
- The inspector had discussions with staff and with the owner who manages the pre-school and works with the children. She spoke with children and parents to gain their views of the pre-school.
- The inspector sampled a range of documentation relating to children's development, staff suitability, training records, self-evaluation and safeguarding procedures.
- The inspector undertook a joint observation with the owner.
- The inspector discussed the pre-school's self-evaluation and how the owner uses the action plan to bring about continuous improvement, including how the recommendations made at the last inspection have been met. She discussed how staff work with other early years providers, other professionals and parents.

Inspector

Jacqueline Munden

Inspection findings

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

Staff provide a wide range of resources and activities, indoors and outdoors, which help children to develop good skills for their future learning. For example, children develop good early writing skills as they take part in creative activities that promote their coordination. They learn about letters and sounds and many children write their names. Staff know the importance of developing children's communication and language skills, and they make good use of their qualifications and skills to support this. They engage children in purposeful discussions and ask questions that encourage children to think and respond. Children are confident talkers. They gain good early mathematical skills; for example, they named the shaped tiles. Children thoroughly enjoy their time in the pre-school and are eager to learn. They listened and watched carefully when staff showed how to open and close their arms to force a missile along ropes. This helped children to follow direction and build upper body strength. Staff involve parents well. For example, by encouraging them to borrow books and share them at home with their children to promote their literacy skills.

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

Staff have good knowledge of each child, their home backgrounds and their specific needs. Children pour their drinks and hang their coats, which promotes their independence well. Staff teach children to be responsible for their own safety and to follow rules effectively. For example, they remind children to walk indoors. Children respond well to the consistent methods staff use. They help children to manage their feelings and to learn to share and be kind to others. These methods are shared with parents who report using them successfully at home. This provides continuity for children between home and pre-school so that they learn.

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

The owner checks children's progress to ensure the educational programmes meet their needs, although checks for some aspects of planning and promoting children's understanding of keeping healthy lack rigour. Staff have learnt skills through training to support children effectively, particularly those with special educational needs and/or disabilities. For example, staff have reviewed the environment and moved equipment and furniture to make it safe and easy for them to use. In addition, children can make choices from the wide range of resources which means that the recommendations made at the last inspection have been met and have improved the provision for children. The owner welcomes support from outside agencies and staff attend local meetings that help them meet the needs of specific groups of children, such as the two-year-olds, very well.

Setting details

Unique reference number	EY395574
Local authority	Portsmouth
Inspection number	830662
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	28
Name of provider	Jayne Dixon
Date of previous inspection	8 October 2009
Telephone number	07895994959

Tiddleywinks Pre-School registered in 1998 and re-registered in its current premises in 2009. It operates from the hall attached to the Church of Ascension in the PO2 area of Portsmouth. The pre-school is open Monday to Friday from 9am to 12 noon, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The owner, who is also the manager, employs two members of staff. They all hold a recognised childcare qualification.

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