

Tiddlywinks Pre School (Bessacarr)

8 Bawtry Road, DONCASTER, South Yorkshire, DN4 5NW



Inspection date

11 June 2015

Previous inspection date

6 June 2011

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 benefit from a wide range of play experiences to support their learning and development. The manager checks children's progress, files and the planning. Staff plan for and set up areas of play to encourage children's interest further. This means children's learning is extended through play, discussions and within group activities.
- Staff are good role models as they effectively manage children's behaviour and talk about the importance of safety throughout children's activities. As a result, children develop good cooperative skills and form good relationships when playing together.
- Children with special educational needs and/or disabilities and their families are supported well because of early identification and intervention. This promotes a secure partnership with other professionals to support children's individual needs.
- Staff have a good knowledge of the safeguarding procedures and understand their roles and responsibilities for child protection. This means children are kept safe.
- The qualified staff have a good understanding of how young children learn and develop. They use a wide range of teaching strategies to focus children's curiosity. This helps children to be involved and to concentrate on the activity. Consequently, children are prepared for the next steps in their learning and school.

It is not yet outstanding because:

- There are fewer resources always made available to fully support children's interest in technology and consistently promote their early writing skills in the role-play areas.
- Staff do not always maximise opportunities for all parents to contribute what they know about their children's learning and achievements at home on an ongoing basis.

What the setting needs to do to improve further

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

- increase opportunities for children to use early writing materials and simple technology resources within their everyday imaginative play, for example, in the role-play areas
- strengthen how information from parents about their children's ongoing achievements at home is gathered and shared, in order to enhance continuity for children's learning and development further.

Inspection activities

- The inspector observed activities in the main room and in the outdoor play area. She also spoke to the children and staff members during the inspection.
- The inspector viewed a range of documents, including children's records, files containing observations, planning and tracking of children's progress.
- The inspector looked at evidence of the suitability and qualifications of staff working at the pre-school. She also looked at the pre-school's self-evaluation, and a selection of policies and risk assessments.
- The inspector held meetings with the director and the deputy manager. She also carried out a joint observation with the deputy manager.
- The inspector took account of the views of parents through discussion.

Inspector

Caroline Stott

Inspection findings

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

The quality of teaching is good as staff effectively promote children's learning and development through interesting and challenging activities. For example, children recognise numbers by placing toy ducks to the corresponding number requested by staff. This means children's mathematical skills are promoted well. Staff regularly observe children and establish in-depth planning for children's next steps in learning, which the manager monitors. Children who speak English as an additional language are supported well. As a result, all children make good progress from their starting points. Children eagerly embrace imaginative role play, such as being a doctor and caring for their friends, but when they want a telephone, these simple technological resources are not freely available. This means children cannot easily select equipment for particular purposes to further enhance their imaginative play. Also, items to increase children's early writing skills, such as paper and pencils, are not available in role-play areas to encourage children to make marks. Partnerships with parents are positive. Parents are encouraged to share information about children's care needs before they start and to view their child's file regularly. However, staff do not always encourage all parents to share what they know about their child's learning from home, so staff do not have a comprehensive picture of children's development on an ongoing basis.

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

There is an effective key-person system in place, which ensures children form secure attachments and develop positive relationships. Children's good health is supported because snacks are varied and nutritious. Children independently access snacks and clear away their plates, which inspires confidence and self-esteem. Children participate in physical activities, indoors and outdoors, which supports their development effectively. They enjoy running, building with construction blocks, and exploring water, sand and dough. They learn how to use tools safely, such as scissors, because staff demonstrate how to use them and remind children that scissors can cause cuts. This supports children's all-round development and understanding of managing risks in a variety of experiences.

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

The staff understand their responsibilities to meet the requirements of the Early Years Foundation Stage. Thorough recruitment procedures ensure all those who work with children are suitable to do so. Annual appraisals and regular supervisions with all staff are completed. Staff access local training, such as sign language, to meet children's identified needs. Sign language is used and cascaded to all staff, so they can use this in their daily practice to aid children's progress. Links with local schools are established, which ensures staff work in partnership and share relevant information. The staff use ongoing self-evaluation to review the pre-school and gather feedback from parents. This helps to identify areas for improvement and plan targets. This was a recommendation from the previous inspection, which shows a commitment to developing the pre-school further.

Setting details

Unique reference number	EY416442
Local authority	Doncaster
Inspection number	851722
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	28
Name of provider	Tiddlywinks Pre School (Bessacarr) Ltd
Date of previous inspection	6 June 2011
Telephone number	07931702351

Tiddlywinks Pre School (Bessacarr) opened in 1972 and re-registered in 2010. It employs seven members of childcare staff, all of whom hold appropriate early years qualifications at levels 3 or 5. The pre-school opens Monday to Friday all year round, excluding bank holidays. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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