

Tiddlywinks Centre

7 Eastern Drive, Sheffield, South Yorkshire, S2 3WP



Inspection date

9 July 2015

Previous inspection date

11 October 2010

| 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

- Staff understand that good communication skills are essential for children's learning. They effectively support all children, including those with special educational needs and/or disabilities and children who speak English as an additional language. A consistent staff approach to nurturing speaking and listening skills means that all children are becoming confident communicators.
- Staff have built good partnerships with other providers and agencies that work with children. They regularly share information with parents and school. This supports children's move into school and their future learning.
- Children thrive in the outdoor play area because staff have created a stimulating, inviting environment. Staff support learning as children test their physical development, look at books in the cosy story area or develop their thinking and imaginative skills.
- A strong management team ensures that safeguarding procedures are understood and followed by staff. This means that children are kept safe at all times.
- Children are happy and settled as staff provide them with lots of care and attention to meet their individual needs.
- The management team accurately assess the strengths and areas to develop in the nursery. They set targets to improve practice and support staff in gaining new knowledge. This is through a good programme of in-house and external training. This helps to maintain good standards.

It is not yet outstanding because:

- The very good teaching practice displayed by some staff is not consistent throughout the nursery.
- Children's learning experiences in the toddler playrooms are occasionally not as inspiring as opportunities they are offered outdoors.

What the setting needs to do to improve further

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

- improve the consistency of teaching in order to increase the potential to deliver exceptional learning outcomes for children
- review indoor activities, especially in the toddler room, so that learning experiences are as imaginative and exciting as outdoor activities.

Inspection activities

- The inspector had a tour of the indoor and outdoor learning areas.
- The inspector observed staff and their interactions with children throughout the day.
- The inspector looked at documents relating to children's learning with their key person.
- The inspector conducted joint observations with the manager and curriculum support officer.
- The inspector had a meeting with the management team and checked evidence of the suitability and qualifications of staff working with children.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Kathy Kilner

Inspection findings

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

Staff know children's stage of development and include parents' knowledge of their children to accurately support each child's learning. This partnership continues as staff complete regular summaries of children's progress and share them with parents. Staff speak clearly and use gestures and signs to effectively support children's communication. They actively listen to what children are telling them. Younger children scrape the surface of a digging area and clearly want to move more soil. Staff note this and model how to press down on the spade, so that they can move the soil more efficiently. Staff are good at asking older children questions that make them think. Consequently, children are able to successfully express their own thoughts. For example, children looking at a letter 's' announce that it is like a broken number eight. Teaching is consistently good. However, activities in the toddler rooms are not always as highly motivating and exciting as those delivered during outdoor play. Staff very successfully prepare pre-school children for their future learning at school. For example, they give children opportunities to listen and talk about different sounds, before moving on to looking at letters and the sounds that they make. This supports their early reading and writing skills.

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

Children are sensitively supported when they move into nursery, or when they move from one room to another. As a result, they have a strong bond with their key person and their self-confidence and well-being are high. Staff encourage children to be independent. Healthy lifestyles are promoted as, for example, children brush their teeth. Children move confidently between the indoor and outdoor environment. The well-resourced outdoor area allows children to dig and climb, and find out what their bodies can do. Children behave well because staff are consistent in their messages and if they say they will do something then they act on this. For example, children wanting to join an activity are asked to wait and they will get a turn. Staff remember this and later repeat the activity with these children.

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

Managers ensure that staff have a good understanding of how to manage any concerns they may have about a child or member of staff. Recent reviews have led to further safety precautions being added with regard to the safety of the premises. Consequently, safeguarding and welfare requirements are very well met. The qualified staff team ensures monitoring of children's progress is sound. Managers regularly monitor children's progress and identify any gaps in their learning. They look at how different groups of children are progressing and where they can make improvements. Training is well planned to support learning opportunities for the children. Some support and feedback has been given to staff to improve practice, resulting in a few staff delivering very good quality teaching. However, managers have not considered how all teaching across the nursery can be raised to this same very high standard.

Setting details

| | |
|------------------------------------|--------------------------------|
| Unique reference number | EY304460 |
| Local authority | Sheffield |
| Inspection number | 856558 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 12 |
| Total number of places | 65 |
| Number of children on roll | 168 |
| Name of provider | Arbourthorne Tiddly-Winks Club |
| Date of previous inspection | 11 October 2010 |
| Telephone number | 0114 2531377 |

Tiddlywinks Centre was registered in 2005. The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above, including one with Early Years Teacher status and one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. It also operates a holiday club during the school holidays for older children. 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

