

# Tiddlywinks Nursery School Ltd

99 Square Street, Ramsbottom, Bury, Lancashire, BL0 9AZ



## Inspection date

19 August 2015

Previous inspection date

25 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching across the nursery is of a very high standard. Enthusiastic and committed staff provide children with a range of challenging and exciting learning opportunities. This results in all children being motivated, interested and eager to learn new things.
- Staff have an excellent understanding of children's interests and what they know and can do. Staff skilfully use this information to plan well focused activities for the next stage in children's learning.
- Pre-school children develop excellent early reading, writing and number skills. Staff provide opportunities for children to learn letter sounds, recognise their names and understand rhyming words. This supports children to develop highly effective skills in readiness for starting school
- Staff build extremely effective partnerships with parents. They use innovative ideas to inform parents about how children's learning can be supported at home. This promotes children's learning through a consistent and shared approach.
- Children are extremely happy, confident and settled. This is a result of the nurturing relationships they have with the staff who care for them each day. This in turn means that children feel safe, secure and always welcome at their nursery.
- The management team has an excellent understanding of the staff's strengths and their personal development needs. Staff are greatly encouraged to enhance their qualifications and responsibilities within the nursery. This ensures that all staff continuously improve in their skills and practice.
- The management team is highly effective in driving improvements. The staff also share this vision and commitment for maintaining the very highest standards in all aspects of the nursery.



## What the setting needs to do to improve further

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

- develop further the resources available to ensure that resources throughout the nursery are of a consistently high quality

### Inspection activities

- The inspector observed the children and staff indoors and outdoors
- Joint observations were carried out with the inspector and senior members of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection and sampled a selection of their written feedback to the provider.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.
- The inspector held a meeting with the deputy manager and the nursery supervisors and discussed the self-evaluation form and plans for improvement.

### Inspector

Stephanie Nixon

## Inspection findings

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

Teaching across the nursery is very strong. Staff use their expertise and knowledge of how children learn to provide an inspiring range of learning opportunities. Staff are highly skilled in allowing children to select their own resources and learn independently, providing support only when needed. This results in children remaining engaged in their play for long periods of time. Children's communication and language skills are greatly encouraged at every opportunity. In a playdough activity, toddlers learn about size and shape words as they roll out their 'wiggly worms'. Pre-school children thoroughly enjoy a game of 'silly soup', as they test out their knowledge of rhyming words and babies babble tunefully as the music plays. Staff support children to solve problems themselves and 'keep trying'. This fosters a supportive learning environment where all children, including those with special education needs/and or disabilities make exceptional progress. Staff make regular and accurate assessments about children's abilities. They use these assessments, alongside information gathered from parents and other professionals, to extend children's learning even further.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff's knowledge and understanding of the children in their care are outstanding. Consequently, children develop strong, secure, emotional attachments quickly and are extremely confident and settled. Children choose freely from a high quality learning environment, however a small number of resources are in need of replacing. Staff are very good role models; they play alongside children, and actively encourage good behaviour. As a result of this, children have respectful relationships with the staff and form good friendships with each other. Managers have an excellent understanding of their responsibilities to safeguard children. They ensure that all staff are up to date in their knowledge of safeguarding practices and policies. Children's health, safety and well-being are of paramount importance and they are exceptionally well supported in a safe and nurturing environment.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The management team and staff fully understand the requirements of the Early Years Foundation Stage. There are clear systems in place to ensure that staff are suitable to work with children. Staff performance is monitored closely and any development points are quickly recognised and addressed through training and guidance. The impact of training is excellent because any new skills learnt are shared within the nursery and greatly enhance outcomes for children. The management team have detailed procedures in place for monitoring children's progress. This ensures that those in need of additional support receive it quickly so that any gaps in learning are closed. Arrangements for self-evaluation are highly effective and take into account the views of staff, parents and the children. As a result, strengths and weaknesses are quickly identified and the nursery is able to sustain continuous improvements.

## Setting details

<b>Unique reference number</b>	EY319256
<b>Local authority</b>	Bury
<b>Inspection number</b>	1023781
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	84
<b>Number of children on roll</b>	130
<b>Name of provider</b>	Tiddlywinks Nursery School Ltd
<b>Date of previous inspection</b>	25 June 2013
<b>Telephone number</b>	01706 827837

Tiddlywinks Nursery School Ltd has been registered since 2006 and is located in the Ramsbottom area of Bury. It is owned and managed by an individual. The nursery provides funded early education for two-, three- and four-year-old children. Opening times are from 7am to 6.30pm from Monday to Friday, all year round. There are 26 members of staff employed to work directly with the children. Of these, 19 hold an appropriate early years qualification. One member of staff holds Qualified Teacher Status.

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