

Inspection date

12 November 2015

Previous inspection date

29 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery's management team is effective in driving improvement. Staff demonstrate a strong commitment towards achieving excellence in all areas.
- The nursery management team monitors the learning and development requirements well. This helps to ensure that any gaps in children's learning are quickly identified and any necessary interventions are sought.
- Partnerships with parents are effective as staff are committed to working together with them to ensure continuity of care and learning for children. Parents are particularly well supported during times of crisis.
- The quality of teaching across the nursery is good. Staff give high priority to identifying and planning for children's individual learning styles. This effectively supports children to be motivated and enthusiastic learners.
- Staff support children's speech and language development effectively. They use signing and pictorial prompts to support children's developing vocabulary. Staff engage children in conversation, ask questions to challenge their thinking and actively listen to what they have to say.
- Children are happy and settled in this welcoming nursery. They build strong emotional attachments to their key person and the confidence to cope with new experiences.
- Children behave well and respond positively to the high expectations of staff. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources.

It is not yet outstanding because:

- Staff do not make the best use of learning outdoors. They do not fully support those children who learn best from playing in the garden to develop their early reading skills.

What the setting needs to do to improve further

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

- focus more closely on supporting the early reading skills of children who prefer to learn in the outdoor environment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the nursery manager and the provider.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

Management and staff understand the requirements of the Early Years Foundation Stage in order to ensure that they meet their legal duties. Reflective practice is fully embedded into their self-evaluation and used well to set challenging targets for improvement. Staff are enthusiastic and motivated to work towards providing outstanding teaching and learning opportunities for all children. An effective programme of supervision offers staff good support to continue to improve their practice. Safeguarding is effective. Staff have a thorough knowledge of child protection issues and know how to report concerns to ensure that they protect the physical and emotional well-being of children. Good procedures are in place to share information with others who provide care and learning for the children.

Quality of teaching, learning and assessment is good

Staff know the children well and what they need to do to support their continuing progress. Parents are encouraged to remain actively involved in their children's learning. Comments from parents interviewed at the inspection demonstrate that they feel well informed and have the highest regard for staff. Staff respond well to children's interests and join their play, chatting to them about what they are doing and supporting them in their play. Children readily consider what they need to do to make ice melt so that they can release the dinosaurs frozen inside it. They are encouraged to explore their ideas, such as using water, milk and bashing the ice with wooden hammers, to identify which method works best. Staff have used learning from training about literacy to support children's writing skills.

Personal development, behaviour and welfare are good

The key-person system is implemented well, supporting children to feel safe and secure in their relationships with staff. Children play confidently, moving independently between resources that have been developed to meet their individual interests and keep them motivated. Staff promote children's self-esteem through their consistent use of praise and encouragement. They support children to take ownership of their own conflicts and learn to compromise. Staff give notice of when activities need to change, giving children time to finish off what they are doing. Outdoor play is encouraged as part of promoting a healthy lifestyle. Children are encouraged to have regard for their personal hygiene. Older children confidently take themselves to the toilet and wash their hands afterwards. Children learn to keep themselves safe through everyday routines, such as the safe use of scissors.

Outcomes for children are good

Records indicate that children make good progress in relation to their starting points. Gaps between the attainment of groups of children are identified and managed well. Staff work well with the host school to identify how teaching and learning can be adapted as part of preparing children for school. For example, staff attended training in teaching phonics to support them in introducing this to children. Children develop the skills needed to be ready for school.

Setting details

Unique reference number	EY421237
Local authority	Suffolk
Inspection number	874410
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	24
Number of children on roll	12
Name of provider	Havers Development Ltd
Date of previous inspection	29 March 2011
Telephone number	07760573208

Tiddlywinks was registered in 2010 and is one of three settings owned by Havers Development Ltd. Two members of childcare staff are employed at this nursery. Of these, both hold appropriate early years qualifications at level 4. The nursery opens from Monday to Friday during school term time. Sessions are from 9am to 12 noon with the option of staying for the lunch club between 12 noon and 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

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