

Tiddlywinks Day Nursery

Tiddlywinks Day Nursery, 108 High Road, Trimley St. Mary, FELIXSTOWE, Suffolk, IP11 0SU



Inspection date

Previous inspection date

7 March 2016

22 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 management team is committed to improving outcomes for children. They have taken prompt and effective steps to address the actions raised at the last inspection. Outcomes for children are now good.
- Staff provide a stimulating and well-resourced environment indoors and outside. Children have access to a wide range of resources that promotes their curiosity and enthusiasm to learn. They develop their confidence and self-esteem as they independently choose from the variety of resources available to them.
- Staff support children's mathematical skills effectively. They promote children's understanding of shapes, colours and numbers in purposefully planned play activities.
- Staff place a high priority on keeping children safe. They carry out thorough checks of the premises daily and reduce or remove any hazards to children's safety.
- Children develop good social skills. Staff actively support children to be considerate of each other's feelings and support them to understand the effects their actions can have on others. Staff encourage children to have their own opinions and to appreciate each other's views.
- Children have many opportunities to experience fresh air and physical exercise. They have daily access to the garden, climb large play equipment and dance to music. This contributes to their good health and physical well-being.

It is not yet outstanding because:

- The management team's professional development plans for staff are not yet sharply focused enough to achieve and maintain an even higher quality of teaching.
- Staff sometimes miss opportunities to build on children's speaking skills further.

What the setting needs to do to improve further

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

- strengthen performance management systems so they are more sharply focused on driving the quality of teaching to even higher levels
- provide children with further opportunities to use more complex sentences to link their thoughts.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Daniella Tyler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the possible indicators of abuse and know the appropriate action to take if they have concerns about a child. They are also aware of the procedures to follow if they have concerns about a member of staff. The management team has high expectations of staff. They conduct regular meetings with staff to evaluate their practice. Staff are offered regular training opportunities to keep their knowledge and skills up to date. The management team evaluates the nursery regularly. They actively seek the views of parents, staff, children and other professionals to inform their challenging but achievable improvement plans. The management team now completes regular observations of staff's practice to ensure the quality of teaching remains strong. Staff have formed effective partnerships with the other early years settings children attend. They share regular information about children's achievements to provide children with consistency in their learning.

Quality of teaching, learning and assessment is good

The well-qualified staff have a good knowledge of how children learn. They get to know children well through regular observations and accurate assessments of what they can do. Staff now use this information to plan next steps in learning for children that are tailored to their individual needs and interests. Staff are enthusiastic and get down to children's level in activities. Babies' language skills are actively promoted by staff. They respond to babies' babbling, sing songs and repeat familiar words for them to hear. Children discover the world around them. For example, they excitedly investigate flour with pots, pans and spoons. Children develop their finger muscles through a range of activities, including blowing glitter with pipettes. This helps to prepare them for early writing skills. Staff update parents regularly on their children's progress. They actively involve them in assessments of their children's learning. Staff effectively support parents to extend learning at nursery and at home. Staff support disabled children and those with special educational needs well. They regularly liaise with parents and health professionals to ensure children's needs are met.

Personal development, behaviour and welfare are good

Children form warm, caring bonds with their key person, other staff and one another. Staff get to know individual children's needs well. They support children's emotional needs as they move from their home to nursery and then on to school. Staff have high expectations for children's behaviour. Children actively engage in conversations with staff about the nursery's rules. They are very aware of the expectations staff have of them and show high levels of emotional intelligence. Even the youngest of children engage in activities that promote their understanding of the importance of their own health and hygiene.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children develop good levels of independence. They are encouraged to attend to their own personal care needs. Children are well prepared for the next stage in their learning, including starting school. Staff promote children's listening, attention and social skills well.

Setting details

Unique reference number	251804
Local authority	Suffolk
Inspection number	1016969
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	20
Number of children on roll	42
Name of provider	Tiddlywinks Nursery Felixstowe Ltd
Date of previous inspection	22 April 2015
Telephone number	01394 274130

Tiddlywinks Day Nursery was registered in 1992. The nursery employs seven members of childcare staff who all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery also provides before and after-school care for children up to 11 years old. It provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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