

Tiddlywinks Pre-School

The Village Hall, Leicester Road, Leicester, Leicestershire, LE7 9DB



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| Inspection date | 22 September 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 staff have a good understanding of how children learn and develop. They accurately assess and monitor children's development to support their individual next steps in learning.
- Staff plan a range of activities that, generally, interests and motivates children to learn. All children make good progress.
- Children enjoy daily exercise and outdoor play which help to support their physical well-being.
- Children are extremely happy and secure. They show high levels of motivation and confidence when selecting activities and resources from the stimulating environment.
- Children's behaviour is good. Staff are kind and caring and they act as good role models. They encourage positive behaviour and use praise effectively to support children's confidence and self-esteem.
- The joint owners demonstrate a strong commitment to reviewing the service and providing high-quality care and education. They are both qualified and, overall, they use their training and experience to help promote children's progress and well-being effectively.

It is not yet outstanding because:

- During some adult-led activities, the older children cannot fully concentrate and engage as they are distracted by the younger children.
- Supervision is not always highly effective in identifying staff training needs.
- Staff gather information about children's care needs when they start at the pre-school, but do not obtain information about children's prior knowledge.

What the setting needs to do to improve further

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

- review the organisation of some adult-led activities to help older children concentrate and engage even further
- enhance the systems for supervision to more effectively identify the training needs of all staff
- improve the information gathered from parents about what their children know and can do when they first start at the pre-school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She also attended a walk with the staff and children in the community.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff and volunteers working in the pre-school.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff, including volunteers in the setting, have a good understanding of the signs and symptoms of possible child abuse. They know how to proceed and who to contact should they have any safeguarding concerns. Staff complete risk assessments and are vigilant in ensuring that children are closely supervised and play in a safe and secure environment. There are robust recruitment procedures in place. Ongoing checks are completed to ensure staff continue to be suitable to work with children. This helps to keep children safe. The managers have developed a system for tracking different groups of children. Early indications are that this is being used successfully to identify and address any gaps in their learning. Parents are very complimentary about the care that their children receive. They comment that their children have so much fun that they do not want to go home. Parents are well informed about children's progress.

Quality of teaching, learning and assessment is good

Children who prefer to learn outdoors are given a good range of experiences. For example, staff help children learn about the natural environment as they look for insects and bugs. They develop their small physical skills as they draw shapes in the soil with sticks. This helps them in preparation for their early writing skills. Children have lots of time to play and explore their own interests. They persist and show great determination to succeed. For example, as children move trains around the track, the carriages continue to fall off. Children swap the carriages around and work out that they need to pull them slowly. Children have good attitudes to learning and they are eager to explore and investigate. They explore different textures and observe the changes that happen when water is added to cornflour. Staff gradually extend the familiar repertoire of songs and children hear, sing and remember more rhyming words and phrases. This helps to promote their communication and early literacy.

Personal development, behaviour and welfare are good

Children are happy during their time at pre-school. They work and play well together, forming strong friendships. On a walk in the village, children wave to local people and chat excitedly to the postman as he delivers some letters. They look at the different buildings and point out the models and colours of the cars that they see. Younger children become very talkative and confident to communicate their own experiences. Children are learning about the community in which they live and the wider world. They learn good hygiene practices and how to keep themselves safe. For example, they always wash their hands before they eat. They know that they have to look for a safe place to cross the road.

Outcomes for children are good

All children make good progress in their learning. Staff help children to apply their mathematical and problem solving skills through daily routines and planned tasks. For example, they count the pieces of fruit as they serve themselves snack. Children are motivated learners who are keen to learn new things. They are well prepared for their next steps in learning, including their eventual move on to school.

Setting details

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| Unique reference number | EY478564 |
| Local authority | Leicestershire |
| Inspection number | 979431 |
| 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 | 1 - 5 |
| Total number of places | 24 |
| Number of children on roll | 19 |
| Name of registered person | Tiddlywinks Pre-School Partnership |
| Registered person unique reference number | RP533753 |
| Date of previous inspection | Not applicable |
| Telephone number | 07960298751 |

Tiddlywinks Pre-School was registered in 2014. The pre-school employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. There are also volunteers who help on a regular basis. The pre-school operates Monday to Thursday, during school term time. Sessions are held on Monday from 8.15am until 2.45pm, Tuesday 8.15am until 4pm, Wednesday 8.15am until 12.45pm and Thursday from 8.15am until 5.30pm. The pre-school provides funded early education for three- and four-year-old children.

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