

Tiddlywinks Pre-School

Stretham Primary School, Wood Lane, Stretham, ELY, Cambridgeshire, CB6 3JN



Inspection date

13 January 2017

Previous inspection date

6 September 2013

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

- Staff have developed a very good two-way partnership with parents. They provide parents with detailed information about their children's progress and guide them in extending learning at home. Parents praise the pre-school staff for their friendly, warm approach.
- Children become confident communicators. Staff value what children have to say and positively encourage them to express their thoughts and ideas.
- Children form warm and trusting relationships with staff. Detailed information is gathered from parents and other providers when children first start. This helps staff to meet children's care and learning needs well from the outset.
- Managers and staff form an effective team and work together with enthusiasm. They demonstrate a strong commitment to continuously improving the quality of children's learning experiences. Self-evaluation is ongoing and is successfully used to identify where the provision can be enhanced.

It is not yet outstanding because:

- Staff do not always intervene swiftly enough to help children deal with their feelings and learn self-control as appropriate for their age. Occasionally, noise levels rise and children are distracted from their learning.
- Managers have not yet fully established effective systems to analyse the progress different groups of children make in their learning, in order to promote outstanding outcomes for all.

What the setting needs to do to improve further

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

- enhance staff's use of effective strategies that help children to manage their feelings as appropriate for their age
- extend the monitoring of the progress of different groups of children to analyse what more can be done to promote outstanding outcomes for all.

Inspection activities

- The inspector evaluated a specific activity with the manager. She spoke with staff to find out how they plan activities that interest the children and support their learning.
- The inspector observed the children and their activities. She looked at the premises and the resources available to the children.
- A range of documentation was looked at, including evidence of staff suitability and training, some policies and procedures and children's records. The pre-school's self-evaluation was looked at and discussed.
- The inspector met with the manager and members of the committee and discussed how they lead and manage the pre-school.
- Discussions were held with a number of parents and their written views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff regularly attend safeguarding training and review their knowledge at staff meetings. Child protection policies and procedures are implemented well. They give managers and staff the local guidance needed to protect children who are at risk of abuse or neglect. Children are well supervised and staff provide them with opportunities to learn to keep themselves safe. For example, they show children how to handle the kitchen knives safely at snack times. Managers have regular meetings with staff to identify and plan for their professional development needs. Close partnerships with the host school help staff to prepare children for the next stage of their learning.

Quality of teaching, learning and assessment is good

Skilled and knowledgeable staff effectively observe and assess the children to identify their strengths and weaknesses. Children's interests are used well to plan activities that motivate them. For example, an interest in babies has led to role play with dolls, clothes and baby baths. Children have fun playing with sand and soil and learn that toy cars make patterns with their wheels. Staff encourage children to look at books and entertain them with lively story times. Children who speak English as an additional language are supported well. Staff learn key words and phrases to help children settle and work with parents to assess their development in their home language.

Personal development, behaviour and welfare are good

Children and their families are welcomed into the pre-school by staff. They get down to the children's level to greet them personally, which children respond to with smiles and giggles. Children play outdoors freely in their well-equipped enclosed area. Staff take them onto the school fields for energetic exercise each day, promoting their health and sense of well-being. Children serve themselves with snacks, developing their independence as they spread butter and choose fillings for bread or wraps. Staff encourage children to be self-reliant as, for example, they encourage them to sweep up sand and tidy away before they go home. Children play in a safe and secure environment. Visitors are checked and daily risk assessments help to minimise risks to children.

Outcomes for children are good

All children, including those who speak English as an additional language make good progress in their learning. They successfully acquire the skills they need to prepare them for school. Children are motivated learners who enjoy their time at pre-school. They develop friendships with their peers and talk confidently to the adults around them. Older children practise their writing and proudly display their efforts on a display board. They learn to use numbers in everyday activities, such as counting out bricks.

Setting details

Unique reference number	EY397467
Local authority	Cambridgeshire
Inspection number	1065418
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	20
Name of registered person	Tiddlywinks Pre-School Committee
Registered person unique reference number	RP529158
Date of previous inspection	6 September 2013
Telephone number	01353 648 858

Tiddlywinks Pre-School registered in 2009 and is a registered charity managed by a voluntary committee of parents. The pre-school employs four members of childcare staff. Of these, three staff have appropriate early years qualifications at level 3 and one at level 6. The pre-school opens Monday to Friday during school term times. Sessions are from 9am until midday with an optional lunch club until 1pm. The pre-school also offers a supervised toddler session each Wednesday from 1.45pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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