

# Tiggywinkles Pre-School and Playgroup

Joydens Wood Community Centre, Birchwood Drive, Dartford, Kent, DA2 7NE



<b>Inspection date</b>	1 February 2017
Previous inspection date	6 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provide children with daily opportunities to be physically active. For example, they use bikes and jump in puddles in the outside space.
- Children build their understanding of using technology well. For example, they enjoy operating remote-controlled cars.
- Staff successfully apply the information from their observations and assessments to plan for children's next stage in learning. They work with other professionals effectively to support children's individual learning needs. Children make good progress and develop a range of skills to prepare them for their next stage in learning.
- The provider supports staff well. For example, she offers regular meetings and observes their practice to provide guidance and support to help develop their skills.
- Children learn to keep themselves safe. For example, staff practise regular emergency procedures with them and remind them about safety during their play.

### It is not yet outstanding because:

- The provider's good monitoring processes are not highly successful in tracking different groups of children's learning to help quickly identify and address any gaps in their progress.
- Staff do not make the most of opportunities to help children learn about their own and other people's similarities and differences.

## What the setting needs to do to improve further

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

- build on the good monitoring processes to precisely track different groups of children's learning to help support their rapid progress
- extend opportunities for children to learn about the similarities and differences between themselves and other people.

### Inspection activities

- The inspector held a meeting with the provider.
- The inspector observed the quality of staff's teaching and the impact this has on children's learning and development.
- The inspector completed a joint observation with the provider.
- The inspector spoke to parents and children during the inspection.
- The inspector viewed a range of documentation, including staff's suitability checks and children's records.

### Inspector

Sarah Stephens

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of the signs that would cause them concern about a child's welfare and the processes to follow. They are aware how to identify children who may be exposed to extreme behaviours and views. Staff know what to do if anything affects their suitability to care for children, including by association. The provider effectively uses additional funding. For instance, staff attend relevant training to develop their knowledge to help meet children's specific needs. The provider evaluates her service well. She identifies areas of weakness and sets targets for improvement. This helps develop the quality of the provision and provide better outcomes for children.

### Quality of teaching, learning and assessment is good

Staff support children's learning and development well. They and the provider monitor individual children's achievements securely to plan accurately for their continued progress. Staff successfully build children's mathematical skills. For example, they encourage children to count spots on a large dice. Staff listen to children's ideas and follow their lead in play. This helps to motivate and interest children in their learning. Staff talk to children, such as about their wider experiences and favourite toys at home, which helps to build their communication and language skills. They provide children with positive praise and encouragement to develop their confidence and self-esteem well. Staff provide regular opportunities to involve parents in their children's learning. For instance, they have daily discussions and offer events to talk about children's progress in detail. This helps parents to continue their children's learning at home.

### Personal development, behaviour and welfare are good

Children form secure emotional attachments and positive relationships with staff. For example, they adapt the pre-school's settling-in process and arrival times to suit children's well-being. Staff provide children with clear guidance and explanations to help them manage their behaviour. For instance, they talk to them about how their actions make others feel, remind them about sharing and playing nicely together. Staff support children's understanding of healthy lifestyles. For example, they provide nutritious snacks and drinks.

### Outcomes for children are good

Children gain the skills they need to prepare them for their move to school. They successfully build their physical development. For example, they use equipment to cut and roll playdough. Children pour their own drinks, which helps to support their independence. They develop their understanding of the world around them, such as making bird feeders and talking about the weather.

## Setting details

<b>Unique reference number</b>	151508
<b>Local authority</b>	Kent
<b>Inspection number</b>	1061531
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Susan Hush
<b>Registered person unique reference number</b>	RP907901
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	07867 523545

Tiggywinkles Pre-School and Playgroup registered in 2001 and operates from Joydens Wood Community Centre in Dartford, Kent. It is one of three settings owned by the same provider. The pre-school is open on Monday to Friday from 9.15am to 12.15pm during term time only. There are eight members of staff, four of whom hold appropriate childcare qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years.

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