

# Tiddlywinks Easingwold

Chapel Street,, Easingwold, York, YO61 3AE



## Inspection date

Previous inspection date

7 February 2017

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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The ambitious management team aspires to be outstanding. Systems are in place to evaluate the provision to inform continuous improvement. Managers have a clear understanding of the strengths and weaknesses of the nursery. Detailed plans are in place to further improve outcomes for children.
- The quality of teaching is consistently good. Experienced and well-qualified staff support children's development in all areas of their learning. Children can move between the indoors and outside. This facilitates their preferred learning styles and interests and contributes to the good progress they make.
- The key-person system is very well established. Children form very close emotional attachments with staff. In the baby room, staff provide very high levels of individual care and attention. Babies are very happy, settled and show a real sense of belonging.
- Children's behaviour is exemplary. They are encouraged to share, take turns and look after their environment. Staff are excellent role models and help children to understand what is expected of them.
- Partnerships with other early years providers and feeder schools are a key strength of the nursery. This makes an extremely positive contribution to meeting the needs of all children. Transitions in and out of the nursery are exceptionally well managed to help promote consistency and continuity of care and learning.

### It is not yet outstanding because:

- On occasions, staff do not give children sufficient time to answer or to think through their responses to the questions that they ask of them. Consequently, children's thinking skills are not maximised.
- Occasionally, staff do not plan lunchtime routines well enough so children are left waiting unnecessarily.

## What the setting needs to do to improve further

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

- strengthen children's thinking skills and encourage them to process their thoughts and respond to questions
- review the planning of lunchtime routines to minimise the risk of children being left waiting unnecessarily.

### Inspection activities

- The inspector viewed the premises and spoke with staff and children during the inspection.
- 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 registered provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and all staff undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child. Hazards are minimised well and there is robust vetting procedures in place when recruiting new staff. The manager uses her excellent knowledge and skills to guide, coach and support staff. Supervision meetings and appraisals are effectively implemented. Staff have good opportunities to attend additional training. This helps to build on their current knowledge and further develops their areas of expertise or interests. Partnerships with parents are very good. They are regularly informed about and encouraged to support children's learning at home. Parents speak highly of the caring staff and of how much interest they show in their children. This helps improve outcomes for children.

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

Well-qualified staff use their skills and expertise to observe and assess children's play. They are consistent in establishing children's precise starting points in order to accurately identify what they need to learn next. The manager monitors children's learning and takes effective action when areas of under achievement are identified. This effectively supports children to make the best possible progress in their learning. Staff use babies' interests of cars to model language and encourage babies to repeat words back. Older children enjoy identifying and talking about insects they have previously found. They then go outside into the garden to look for some more. These types of activities help children to understand about the natural world. Toddlers show an interest in stories and written words and this is supported well. Staff read out loud and point to illustrations to help children to understand what is happening.

### Personal development, behaviour and welfare are outstanding

The vibrant and welcoming learning environment is of high quality, illustrated through beautiful displays of children's work and helpful information for parents. Children learn to respect, tolerate and consider each other as they play. Healthy lifestyles are very well promoted. Children know and understand the importance of regular handwashing and talk about washing germs away when they wash their hands. Older children manage tasks independently, such as choosing their own food and serving themselves. This helps to develop their confidence and sense of belonging as they learn and try new skills. Children learn safe practices. For example, they safely navigate the steps to the garden and understand the need to tidy away toys to prevent tripping hazards.

### Outcomes for children are good

All children, including those who start below expected levels of development, make good progress in their learning. Children are developing their mathematical skills as they enjoy counting songs and matching by colour. Older children develop their early reading and writing and skills. They are beginning to recognise letters and sounds and give meanings to marks they make. Children are well prepared for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY497103
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1035107
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Tiddlywinks Private Day Nurseries Limited
<b>Registered person unique reference number</b>	RP901049
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01347 824123

Tiddlywinks Easingwold was registered in 2016. The nursery employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including one at level 5, one at level 6 and the manager who holds qualified teacher status. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

