

Thames Tiddlers Nursery

Shooters Hill Post 16 Campus, Red Lion Lane, Woolwich, London, SE18 4LD



Inspection date

21 June 2017

Previous inspection date

6 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Leaders and managers reflect effectively on their practice, and improvement action is successful. For instance, they have met all the actions set in the previous inspection and have raised the quality of the provision to a good standard. They aim high. For instance, they share good practice ideas with other settings to help plan for improvements and increase outcomes for children.
- Staff provide a wide range of opportunities to help children build on their creativity. For instance, children learn to use a range of materials and appropriate colours for their artwork. They enthusiastically explain their drawing, for instance, they point to the picture and state 'the sun is shining because it is the beach'.
- Staff provide effective opportunities for children to learn about their bodies and how to keep themselves healthy. For instance, children observe a model of the human skeleton and comment that they need to eat 'lots of good food' to keep their bones strong.
- Staff support a smooth settling-in process for young children. For instance, they share information effectively with parents to help establish continuity in children's routines. Staff meet children's needs caringly, which helps support their emotional well-being. Children settle well and make good progress from their starting points.

It is not yet outstanding because:

- Babies do not have many opportunities to explore activities and resources that help them build on their understanding of the use of technology.
- Staff miss some opportunities to help children learn about what makes them unique and share their experiences of events that are special to themselves and their families.

What the setting needs to do to improve further

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

- increase opportunities for babies to build on their early understanding of the use of technology
- provide opportunities for children to build on their understanding of what makes them unique and to share their experiences of events that are special to themselves and their families.

Inspection activities

- The inspector observed children and their interactions with the staff.
- The inspector viewed a sample of documents including children's learning records.
- The inspector took account of the views of parents and children.
- The inspector held discussions with the management team.
- The inspector carried out a joint observation with the manager and assessed arrangements for monitoring staff performance.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to identify and report concerns relating to extreme views or behaviours in children. They know how to refer concerns for children's welfare and understand the circumstances that affect their own ongoing suitability. Leaders monitor children's progress effectively and discuss any concerns with parents and professionals. They support staff effectively, for instance, to develop targeted plans for individual children and to help close any developmental gaps. Partnership with schools is strong, which helps support a smooth transfer for older children. The manager and the room leaders work well as a team to review staff performance regularly. The manager provides effective guidance and support to staff to help improve their teaching practice. For instance, she shares her knowledge and skills with staff to help them develop effective strategies to manage children's behaviour positively.

Quality of teaching, learning and assessment is good

Planning is focused on children's interests, and staff reshape activities effectively to meet their changing needs. For instance, during a reading activity, children were eager to make food for the story props and staff changed this into a salad preparation activity. Staff provide opportunities for young children to build on their physical skills. For instance, babies learn to use their feet to move around in a walker and toddlers learn to walk up and down small slopes. Staff provide a wide range of opportunities for children to build on their understanding of the natural world. For instance, children observe tadpoles and state that they are not frogs yet as 'they still have a tail'. Staff support children's mathematical development effectively. For instance, they help children learn to use a measuring tape to find out the length of a woollen string. They help children learn to use mathematical language, such as 'four centimetres long'.

Personal development, behaviour and welfare are good

Staff complete regular risk assessments of the premises and equipment to minimise hazards to children's safety. They deploy themselves well and supervise children effectively during activities. Children learn to take appropriate risk. For instance, older children learn to walk on tyres and to climb trees. Children build confidence in their abilities. Staff help children to learn good practices at mealtimes. For instance, they teach children to finish the food in their mouth before talking and to use polite words, such as 'please' and 'thank you' while asking for help. Children learn to wait for their turn, for instance, to help themselves to a second serving. Young children build on their independence and learn to use appropriate cutlery to feed themselves.

Outcomes for children are good

Older children are prepared well for school. For instance, some children independently write words, such as 'mummy' and 'daddy'. They learn to count numbers beyond 20. Young children make good progress in their communication skills. For instance, they learn to use gestures and actions to describe words. Children are motivated to explore and develop as independent learners.

Setting details

Unique reference number	EY408269
Local authority	Greenwich
Inspection number	1085327
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	42
Number of children on roll	77
Name of registered person	Thames Tiddlers Nursery Limited
Registered person unique reference number	RP904708
Date of previous inspection	6 February 2017
Telephone number	02088569437

Thames Tiddlers Nursery registered in 2010 and operates from a mobile cabin within the grounds of the Post 16 Campus in Shooter's Hill, in the London Borough of Greenwich. Opening hours are from 8am to 6pm on Monday to Friday for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery adopts the Reggio Emilia approach. A team of 16 staff works at the nursery, of whom 15 hold childcare qualifications at level 2 or above.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

