

Tiddly Winks Nursery

Emlyn Road, Redhill, RH1 6EP



Inspection date

24 July 2017

Previous inspection date

30 September 2014

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

- Children are very happy and secure. They form strong bonds with staff and other children, and actively seek out others to share their experiences. Staff are consistently kind, caring and patient. They are positive role models for children, who learn to behave very well and confidently consider the needs of others.
- There are strong partnerships in place with professionals and parents. For example, staff make very good use of the knowledge and expertise of speech therapists. They work together to help further support children who need extra help with their communication and language skills. All children make good progress from their starting points in learning.
- The managers and staff accurately evaluate the effectiveness of the provision and identify areas for further improvement. They monitor the development of individual and groups of children closely and make positive changes to close any gaps in learning.
- Staff have a strong understanding of how children learn and make good use of their interactions with children to extend their learning. For example, they consistently join in well with children's play, encourage their ideas and ask thought-provoking questions.

It is not yet outstanding because:

- At times, staff do not effectively support the less-confident children to fully engage in their play and learning.
- Staff do not make the best use of routines to effectively include children and develop their early independence further.

What the setting needs to do to improve further

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

- offer further encouragement to less-confident children to help them fully engage in their play and learning at all times
- develop the use of routines to include all children and support their independence further.

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the managers, staff and children.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The ambitious managers regularly visit other settings and share ideas with other professionals to help raise children's outcomes. They lead the enthusiastic staff team very well. They recently worked hard to improve the outdoor learning area and created more space for children to explore and develop their own ideas creatively. The highly qualified managers support staff very well to continually update their skills and offer regular support meetings and further training opportunities. For instance, after training, staff have improved their use of signing with children to support their communication skills further. Safeguarding is effective. The managers and staff have up-to-date knowledge of how to deal with any child protection concerns and follow thorough procedures. They vigilantly assess risks and monitor the nursery environment closely, to help maintain children's safety.

Quality of teaching, learning and assessment is good

Staff assess children's development closely and record accurate observations of their learning. They know children very well and use their thorough knowledge of children's interests to help plan a varied and stimulating learning environment. For example, pre-school children excitedly investigate the speed of toy cars as they push them down ramps. Staff effectively challenge children's learning and consistently encourage them to work things out for themselves. For instance, two-year-old children learn how to use remote controls to drive toy robots around their playroom. Staff support children's communication skills very well. For example, they consistently use simple language to describe what babies see and do. They use small-group activities very effectively to support older children's speech and carefully model letter sounds for them to hear.

Personal development, behaviour and welfare are good

Children are social and make strong and trusting friendships. They actively include others in their play and respect each other's views. For example, children happily discuss where to go on an imaginary train journey. They talk about their favourite places and decide together to go to 'North London'. Staff give children plenty of exciting opportunities to be active. Children enjoy daily yoga sessions and skilfully play football together in the garden. They have a strong understanding of the importance of healthy lifestyles. As they happily eat the nutritious home-cooked nursery meals, they confidently talk about vegetables giving them energy and helping them to grow 'big and strong'.

Outcomes for children are good

Babies are very confident and develop good early physical skills. For example, they crawl and walk from an early age and excitedly explore their stimulating playroom. They thoroughly enjoy joining in with engaging singing sessions and choose their favourite songs to sing. Children are interested in the world around them and enthusiastically search the garden, using magnifying glasses to observe what they find. They confidently recognise their names and pay good attention to detail as they draw pictures and write their name. Children are well prepared for the next stage in their learning and for school.

Setting details

Unique reference number	122626
Local authority	Surrey
Inspection number	1070200
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	0 - 6
Total number of places	75
Number of children on roll	123
Name of registered person	Tiddlywinks Nurseries Limited
Registered person unique reference number	RP518131
Date of previous inspection	30 September 2014
Telephone number	01737 218427

The nursery registered in 1989. It operates in Redhill, Surrey. The nursery is open between 7am and 6.30pm each weekday, throughout the year. The provider employs 21 staff. Of these, one member of staff has early years teacher status, one holds a qualification at level 6 and 16 staff hold relevant qualifications at level 2, level 3 or level 4. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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

