

## Inspection date

4 August 2017

Previous inspection date

13 May 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not consistently gather precise information from parents about their children's learning prior to starting at the nursery. Therefore, they are unable to complete accurate baseline assessments or plan meaningful activities for children, initially.
- Staff do not plan appropriately to provide a stimulating environment for children in the toddler room. Activities offered do not always fully motivate and engage all children.
- Staff have not fully explored ways for children to learn about different people and other cultures and communities. This limits children's understanding of the wider world.
- Although the manager completes assessments of staff's practice to address weaknesses, any action taken is not effective in improving the quality of teaching.

### It has the following strengths

- Children benefit from daily opportunities for fresh air and exercise. This helps to promote healthy lifestyles and support their physical development and well-being.
- Parents receive regular written information about the progress their children make and have opportunities to discuss this with staff. Overall, partnerships with parents are strong. Parents state that they are happy with the service provided and appreciate the flexibility of hours offered by the nursery.
- Staff, particularly in the baby room, are attentive and sensitive to children's care needs. Children settle quickly as staff work on promoting each child's emotional well-being. Children rest or sleep as they need to.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure that detailed information is gathered from parents about what a child knows and can do when they first start	04/09/2017
■ improve the quality of the provision in the toddler room so that all children benefit from challenging experiences to support them to make good progress.	04/09/2017

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

- help children to develop an understanding and appreciation of similarities and differences between themselves and others, and of communities and traditions in the wider world
- implement a more effective system of monitoring staff's practice to help improve the quality of teaching and outcomes for children.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector spoke to the manager and children at appropriate times. She looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views through written feedback provided.

## Inspector

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Although arrangements are in place to evaluate staff's practice, steps taken to address weaknesses have not been successful in improving the quality of teaching in all rooms. The monitoring of assessments of children's learning and development provides a broad overview of the progress that children are making. The manager tracks groups of children, enabling her to address any concerns or gaps in their learning. Action plans are prepared and acted on promptly. Arrangements for safeguarding are effective. Recruitment and vetting are thorough and comply with requirements. Staff are aware of the signs and symptoms that indicate a child is at risk of harm and where to take their concerns should they have any. Self-evaluation provides an overview of the setting's strengths and weaknesses, but does not impact positively on the outcomes for children. Staff do not gather precise information from parents about their child's capabilities to establish the children's level of development accurately when they first start.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Where teaching is strong, children show good levels of engagement and embrace the learning opportunities provided. Pre-school children create their own pirate ship and use treasure maps to explore and investigate outdoors. However, staff in the toddler room often do not make the most of opportunities to challenge and extend children's learning. This means that children do not make as much progress as possible. For example, as children explore ice, staff do not encourage them to think deeply about the properties of ice or explore how and why it changes, to extend their understanding and interest. At times, staff's interaction with the children is good. Staff get down to the child's level and respond well to babies' early communication. They repeat words back to the babies to support and develop their vocabulary.

### Personal development, behaviour and welfare require improvement

The environment is safe, welcoming and adequately resourced. However, staff do not always make the most of the available resources to stimulate and motivate children in order for them to have good-quality learning experiences. Children behave well and appropriately for their age. Staff are consistent in their approach and remind children of the rules. Children have opportunities to be the star of the day to raise their confidence. However, children have too few opportunities overall to develop their understanding of diversity and to learn about others in the local community and the wider world.

### Outcomes for children require improvement

Weaknesses in the quality of teaching and learning mean that some children are not making the best progress possible. However, children generally work within the range of development typical for their ages. Pre-school children are well prepared for their move on to school. They listen well to stories and often choose books for their own enjoyment. Children are confident to talk in small groups about their experiences at home.

## Setting details

<b>Unique reference number</b>	EY408494
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	1094280
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Tiddlywinks Nursery (Cannock) Ltd
<b>Registered person unique reference number</b>	RP905088
<b>Date of previous inspection</b>	13 May 2015
<b>Telephone number</b>	01543 505945

Tiddlywinks re-registered in 2015. The nursery employs 13 members of childcare staff. Of these, 11 hold early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 6.30am until 10pm. The nursery provides funded early education for two-, three- and four-year-old children.

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