

Tiddlywinks Pre-School @ Holy Trinity

Holy Trinity Church Rooms, Church Lane, Bromley, BR2 8LB



Inspection date

6 October 2017

Previous inspection date

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager monitors staff practice effectively. For instance, she uses regular supervisions and peer-to-peer observations to help identify staff strengths and areas for development. Staff make effective use of training to improve their understanding of safeguarding issues and enhance their teaching skills.
- Children develop a keen interest in reading. They enjoy listening to stories and use props to help them to retell and sequence events from familiar tales. Children also learn that books can be a source of information. For example, children used pictures in a book to help them recall the features of snails, as they made models from play dough.
- Staff are kind and caring. They get to know children well and are sensitive to their needs. Children demonstrate that they feel happy and secure at the pre-school. They are eager to arrive and thoroughly enjoy their time there.
- Children use their imaginations well. They enjoy role play based upon their own experiences and confidently involve others in their games. For example, children pretended that their toys were unwell. They asked their friends to help them make the toys better and used available resources to represent medicine and injections.

It is not yet outstanding because:

- Staff do not help children build on their understanding of the diversity in communities, to help them learn more about similarities and differences between people.
- Children who are learning English as an additional language become fluent in English. However, staff do not provide consistent opportunities for them hear and use their home languages in the setting.

What the setting needs to do to improve further

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

- help children learn more about the similarities and differences between themselves and other people
- build on opportunities for children whose first language is not English to hear and use their home language in the setting, to support their language development at home.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector met with the owner and manager. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents and considered their views, along with samples of parents' written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

The owner works closely with the manager and staff to evaluate the setting, taking account of parents' and children's views. She oversees the monitoring of children's progress, to ensure that teaching is strong across the curriculum. This helps her target training and resources effectively, to improve outcomes for children. For instance, staff have introduced a wider range of resources to teach children about measuring, which has enhanced children's mathematical skills. Staff and parents form effective partnerships, which supports children's care and learning well. For example, they share information about what children enjoy and what they can do, to help identify their starting points and support their future learning. Safeguarding is effective. The manager and staff have a robust understanding of how to keep children safe. The owner uses effective recruitment and induction procedures to ensure that staff are suitable for their roles.

Quality of teaching, learning and assessment is good

Staff closely monitor children's learning to ensure that they are making good progress. Children, including those who have special educational needs, those learning English as an additional language and those receiving extra funding, achieve well given their various starting points. Staff quickly identify where children's development is not as expected and put plans in place to close any gaps in their learning. The manager and staff work effectively in partnership with parents and other professionals, to help all children achieve as much as they can. Staff promote children's physical development well. For instance, they ensure that children have fresh air and exercise outdoors each day. Staff provide energetic indoor play, such as parachute games, as well as outings to local open spaces.

Personal development, behaviour and welfare are good

Staff act as good role models for children. They manage behaviour calmly and encourage children to be kind towards each other. Staff support children's understanding of rules and boundaries in ways appropriate for their age. For example, they introduce timers to promote fair turn taking between younger children. Staff support children's enjoyment of healthy lifestyles well. For instance, they encourage children to taste a variety of fruits at snack time, awarding stickers for 'good trying'. Staff and parents work well together to ensure that children's packed lunches are healthy and balanced. Children learn to be independent and manage their personal care. For instance, they develop good hygiene routines as they wash their hands before eating and brush their teeth after lunch.

Outcomes for children are good

Children are confident and independent learners. They gain a strong foundation for their future learning, including being ready for school. Children delight in taking part in group activities. They listen closely to each other and take turns to talk. They confidently express their ideas and opinions. Children show an interest in the natural world. For instance, they collect fallen leaves, conkers and pine cones. They use these creatively to make pictures of trees and models of birds. Older children learn to write their names and begin to recognise letters of the alphabet, linking these to the sounds that they represent.

Setting details

Unique reference number	EY492523
Local authority	Bromley
Inspection number	1022857
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	25
Number of children on roll	21
Name of registered person	Parker's Pre-Schools Ltd
Registered person unique reference number	RP908924
Date of previous inspection	Not applicable
Telephone number	07909991595

Tiddlywinks Pre-School @ Holy Trinity registered in 2015. The pre-school is open from 8.45am to 3.15pm from Monday to Friday, during term time only. The setting receives funding for the provision of free early education to children aged two, three and four years. The nursery currently employs three members of staff. Of these, two hold appropriate early years qualifications at level 3.

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