

# Tiddleywinks Pre School

Church of Ascension, Stubbington Avenue, Portsmouth, PO2 0JG



## Inspection date

19 February 2018

Previous inspection date

28 April 2017

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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:

- The provider has not sufficiently evaluated, developed and improved the quality of the pre-school since the last inspection. There are some minor breaches of the early years foundation stage. However, these weaknesses do not significantly affect children.
- Staff supervision arrangements and personal development are not always successful in improving the quality of teaching, particularly for the newest members of staff.
- Overall, the quality of teaching and learning across the team is inconsistent. The planning of the outdoor environment and support for children's individual needs is variable across the team.
- The provider has not ensured she has all the required policies in place, such as one for the administration of medicine, although she has an understanding of the procedure.

### It has the following strengths

- Children are happy and enjoy their indoor learning opportunities. They show confidence, make choices and are proud of their achievements.
- The staff support children's personal independence well, such as during the nutritious snack time.
- Children develop strong relationships with the staff and their friends. They relate together well and have a strong sense of belonging.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure there are effective arrangements for the supervision of staff; provide training and coaching to improve the personal effectiveness for their roles	20/03/2018
■ devise and implement a policy and procedure for the administration of medicines	20/03/2018
■ improve the quality of teaching and the planning of play activities to ensure children receive a consistently good level of challenge which precisely matches their learning needs.	20/04/2018

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

- make effective use of self-evaluation, including the views of all staff and users, so that any breaches in requirements or weaknesses in practice are quickly identified and swift action is taken to improve the quality of provision.

### Inspection activities

- The inspector spoke to children, observed the children's play activities indoors, looked at the available resources, and sampled relevant documentation.
- The inspector had discussions with the provider, who is also the manager, about leadership and management, including self-evaluation arrangements.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector carried out a joint observation with the provider.

### Inspector

Loraine Wardlaw

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider's evaluation of the quality of the provision is not strong enough to precisely identify what needs to improve. The provider organises staff meetings but staff supervisions are informal and lack accurate targets to help staff develop their individual practice. The provider offers new staff a suitable induction but she does not monitor their teaching practice closely enough, which leads to inconsistencies in the support children receive in their learning. Safeguarding is effective. The provider has developed an understanding of appropriate recruitment and vetting procedures to check staff suitability after recent training. Staff understand their role to protect children, including the wider aspects of safeguarding, such as protecting children from people with extreme views. The provider has established some links with the local school.

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

The key person knows each child well. However, they do not consistently offer sufficient challenge or precisely target next steps in learning to help children make faster progress. The provider has specific plans for children who are not achieving as well as others, but a few staff lack the right teaching skills to support them effectively. The older, most able children are not always challenged enough because not all staff have high expectations of them. Staff share regular information with parents, including information on children's progress and the songs children sing in the pre-school. Staff support children's love of stories through effective use of props and by encouraging them to join in with elements of the story.

### **Personal development, behaviour and welfare require improvement**

The provider does not keep a written medication procedure, but is aware of the steps to take if a child requires medication. Children enjoy the outside space gaining fresh air and exercise, but there are not enough resources and activities planned to fully engage them and to minimise minor disputes. Children build trusting relationships with the staff; they show motivation and confidence in play. For example, they ask visitors if they can have bubbles in their empty bubble pot. The staff interact in a friendly, caring and very positive manner, supporting children's self-esteem and well-being effectively. Staff help children gain an understanding of people in the wider world through a range of resources, specific activities and topics based on their interests, such as space.

### **Outcomes for children require improvement**

Children enjoy their time at pre-school but they do not make the best possible progress, particularly those children who need extra help with their language development. Children learn some skills to prepare them for school, such as recognising their names. Children use their fingers to count and can recognise some numerals. They show independence in their self-care skills, such as when they use the toilet or butter their toast at snack time.

## Setting details

<b>Unique reference number</b>	EY395574
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	1099382
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Jayne Dixon
<b>Registered person unique reference number</b>	RP906331
<b>Date of previous inspection</b>	28 April 2017
<b>Telephone number</b>	07895994959

Tiddleywinks Pre School registered in 1998 and re-registered in its current premises in 2009. It operates from the Church of Ascension in Portsmouth, Hampshire. The pre-school is open Monday to Friday from 9am to midday, during term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The owner, who is also the manager, employs three members of staff. They all hold a recognised childcare qualification.

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.

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