

# Tiddlywinks Kiddies Nursery

55 Park Lane West, Tipton, DY4 8LF



## Inspection date

22 March 2018

Previous inspection date

7 July 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider does not ensure that the outdoor area is safe and suitable for children to play in.
- The provider does not ensure risk assessments are effectively implemented and identified hazards are promptly addressed. She takes insufficient action to ensure children are not exposed to risk, such as the significant choking risk posed to children by the small pieces of rubber in the garden, particularly to children aged under three.
- The supervision and coaching of staff are not robust enough to ensure the quality of children's care and learning is consistently good.
- Children under three years are not consistently supported well to develop their communication and language skills to a good standard.
- Management and staff do not consistently share information with parents, particularly in regard to changes of staff with younger children, to keep them fully informed.

### It has the following strengths

- Pre-school staff practice is strong. Staff sharply focus on helping children to develop the key skills they need in preparation for school. Children throughout the nursery are provided with a variety of resources and lots of different activities and experiences.
- Effective partnerships with parents and agencies contribute to accurately identifying the needs of children who have special educational needs and/or disabilities. Children benefit from the one-to-one support they receive.

## What the setting needs to do to improve further

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

	Due Date
■ ensure the outdoor play environment is safe and suitable for children to use	02/04/2018
■ implement an effective risk assessment and ensure identified hazards are removed or minimised promptly to ensure children's safety, particularly in the outdoor area	22/04/2018
■ ensure staff are provided with all of the support, coaching and training they need to undertake their role effectively	22/05/2018
■ improve opportunities for children, particularly younger children, to develop their communication and language skills.	22/05/2018

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

- enhance information sharing with parents, particularly in regard to changes of staff.

### Inspection activities

- The inspector observed the quality of teaching in all areas of the nursery 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 provider, manager, staff and children at appropriate times. She looked at relevant documentation and checked the suitability of persons working on the premises.
- The inspector spoke to parents and took into account their views.

### Inspector

Christine Armstrong

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider has not maintained a safe and secure outdoor area for children to use. Management has failed to remove items in the garden that potentially present a significant choking risk to children. Staff are not vigilant to ensure that children do not freely play in an area that has been risk assessed as being only suitable for adult-led activities. Consequently, children's safety, while they play outdoors, is not fully assured. Nonetheless, other aspects of safeguarding practice are secure. Staff receive high levels of training and demonstrate a strong understanding of their roles and responsibilities with regard to child protection. Staff work effectively in partnership with other agencies to protect children. Recruitment and ongoing vetting processes are robust and ensure all adults are suitable to work with children. Established induction, supervision and coaching arrangements for staff are in place. However, following recent staff changes these arrangements have identified that they are not effective enough to help management and staff maintain consistently good practice across the setting. Management and staff closely monitor children's progress and use this information well to identify children's individual needs and staff training needs. They evaluate and reflect on their practice. However, swift enough action has not been taken to address identified weaknesses.

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

Children aged under three years are not always supported well enough to extend their listening and speaking skills. For example, staff do not ensure children have enough time to react to, and take an active part in, activities, such as singing. Some adult-led sessions, such as circle time, are not always organised well enough to ensure children can maintain their attention, hear and be heard. At other times, staff provide good levels of support. For example, during free play, staff show high levels of interest in what children say and do. They encourage children's curiosity, independence and exploration. Staff in pre-school successfully support children's early literacy and physical skills. Children take part in a variety of activities that helps them to develop the strong muscles and the coordination they need for early writing.

### Personal development, behaviour and welfare are inadequate

Due to weaknesses within the safeguarding practice, children's welfare is not assured. Nevertheless, all staff are kind and caring in their interactions with children. Staff help children to recognise and manage their feelings and behaviour. Children learn to recognise and value differences in themselves and others. Healthy eating is firmly established. Children's individual dietary needs are identified and well met, in partnership with parents. Staff are highly effective in helping their key children to develop healthy lifestyles.

### Outcomes for children require improvement

Not all children make the progress they are capable of. Some younger children do not consistently use and develop their emerging listening and speaking skills. However, they develop a strong drive to explore their environment and initiate their own play. Pre-school

children are confident communicators and independent learners. They take part in evaluating and planning activities, such as talent shows.

## Setting details

<b>Unique reference number</b>	EY443478
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1133027
<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 - 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Tiddlywinks Kiddy's Nursery Limited
<b>Registered person unique reference number</b>	RP531442
<b>Date of previous inspection</b>	7 July 2014
<b>Telephone number</b>	01215579399

Tiddlywinks Kiddies Nursery registered in 2012. The nursery opens Monday to Friday from 7am to 6pm, all year round, with the exception of a week at Christmas and on bank holidays. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, one holds level 2 and the manager holds early years practitioner status.

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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