

Inspection date

17 May 2018

Previous inspection date

4 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has worked hard to bring about a marked improvement in the overall quality of the nursery. She regularly monitors staff's teaching practice and their assessment of children's progress. This helps to make sure that children's progress is accurately assessed on induction and at regular intervals afterwards. Staff plan precisely for children's learning from the outset.
- The manager provides staff with individual support meetings where they can seek advice and discuss their future training requirements. Staff have had in-house training on how to provide a stimulating environment for children. Consequently, they provide children with challenging experiences that support them to make good progress.
- Each key person provides warm and loving care, and responds sensitively to children's communications. This helps children to feel relaxed and safe, and to engage in new experiences.
- There are positive relationships with the local schools and strong links with other professionals, including those who support children who have special educational needs and/or disabilities. This means there is a shared approach to children's care and learning so that they receive consistent support.

It is not yet outstanding because:

- The manager does not monitor the effectiveness of the range of methods in place that encourage parents' involvement in their children's care and learning.
- The manager does not fully explore how the early years pupil premium funding can be best used so that children make the highest possible progress.

What the setting needs to do to improve further

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

- monitor the effectiveness of the methods of information sharing that are already in place, to ensure that all parents are fully involved in their children's care and learning
- analyse further, how to best use the early years pupil premium funding and assess the impact it has on the outcomes for children, so that all children's learning is promoted to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have attended child protection training. They are fully aware of the signs of abuse and the procedure they must follow if they have any concerns about a child. Staff check all indoor and outdoor areas to identify and minimise any possible risks to children. There is an effective complaints procedure in place. This means that the manager has a suitable knowledge of the correct procedure to follow to resolve any concerns or complaints in a timely manner. The manager regularly checks the progress of different groups of children across all areas of their learning. Any gaps in children's learning are identified and set as a focus to ensure all children make good progress.

Quality of teaching, learning and assessment is good

Staff understand and use a wide range of effective teaching strategies. They make sure that circle time provides children with regular opportunities to get to know each other in the group. During such times, staff encourage children to increase their knowledge of the days of the week, the months of the year, the date and the weather. They also encourage children to develop their understanding of numbers and letter sounds. Staff in the baby room encourage children to post the small-world animals into the cardboard box with cut out circle shapes. During such activities, they describe what children are doing to develop their understanding of language. Staff in the toddler room encourage children to experiment and make marks using paints and crayons.

Personal development, behaviour and welfare are good

The cook provides children with nutritious and well-balanced meals and snacks. Staff are good role models for the children and provide clear guidance for them about what is, and what is not, acceptable behaviour. This helps children to behave well and to show a high regard for one another. Children have the opportunity to experience physical challenge and to manage risks for themselves. For example, they climb up the steps of the slide and zoom down and they use scooters and climb over, lift and manoeuvre the car tyres.

Outcomes for children are good

All children make good progress from their starting points and develop the skills they need in readiness for school. They are continually involved and focused in their play. Babies are engrossed as they play in the sand. They explore the different sounds they can make when they bang the metal tray and the walls with the metal serving spoon. Toddlers are fascinated as they run their fingers through the dry flour. Older children concentrate as they pour coloured rice from one container into another. They learn to listen and contribute to discussions at circle time. Older children are confident at identifying the initial sounds in their name, and sounding out and writing some of the letters of the alphabet. Children dig with their forks in the mud and search for the real potatoes buried in there. They squeal with delight when they discover the potatoes. Children are self-assured, happy and seek out others to share experiences with.

Setting details

Unique reference number	EY408494
Local authority	Staffordshire
Inspection number	1111405
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 - 11
Total number of places	49
Number of children on roll	61
Name of registered person	Tiddlywinks Nursery (Cannock) Ltd
Registered person unique reference number	RP905088
Date of previous inspection	4 August 2017
Telephone number	01543 505945

Tiddlywinks registered in 2015 and is managed by Tiddlywinks Nursery (Cannock) Ltd. The director of Tiddlywinks Nursery (Cannock) Ltd is also a director of Butterflies Cannock Ltd who manage another nursery in Cannock. Tiddlywinks employs 15 members of childcare staff. Of these, one holds an appropriate qualification at level 5, 12 hold appropriate qualifications at level 3 and one holds an appropriate qualification at level 2. The nursery opens seven days a week, all year round, except for Easter Sunday, New Year's day and for one week at Christmas. Sessions are from 6am to 10pm. The nursery provides funded early education for two-, three- and four-year-old children. Older children attend the before- and after-school provision, and holiday play scheme offered by the nursery, as required.

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