

Tiddlywinks Kiddies Nursery

55 Park Lane West, Tipton DY4 8LF



Inspection date	20 September 2018
Previous inspection date	22 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision is good

- The manager, who is new to the role, has ambition and vision for the nursery's success. She is proactive and has worked hard with the staff team to raise the quality of the provision and ensure that previous actions for improvement have been addressed.
- The manager encourages staff to become reflective practitioners who continuously look to improve learning experiences for children. The staff team is well qualified. Staff benefit from regular supervision meetings and have good opportunities for further professional development.
- The key-person system is effective. Children form secure attachments with staff. They are supported to settle quickly and are happy and motivated learners.
- Staff have high expectations of all children and encourage them to become independent from a young age. They provide a stimulating and welcoming environment where children are continuously engaged in play and learning. This helps children to gain the skills needed in preparation for school.
- The outdoor play environment has been improved to ensure it is safe and suitable for children to use. Children's physical skills are promoted well. Children benefit from a range of exciting outdoor activities in all weathers.
- Staff involve children in risk assessments to help them to understand how to keep themselves safe. For example, when going outdoors children are aware that some areas may be slippery due to the rain.

It is not yet outstanding because:

- New planning systems in place ensure that children's interests are fully considered. However, staff do not consistently focus their teaching on individual children's next steps in learning to ensure that they make the best possible progress.
- Staff do not consistently gather information from previous settings that children have attended, to help them to identify children's starting points at the earliest point.

What the setting needs to do to improve further

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

- make the best use of what you know about children's learning to target specific areas of teaching to help them to make rapid progress
- gather information from previous settings that children have attended and use this information to plan precisely from the outset.

Inspection activities

- The inspectors observed the quality of teaching and learning in the indoor and outdoor environments.
- The inspectors held a meeting with the management team.
- The inspectors looked at a range of documentation, including evidence of the suitability of staff.
- The lead inspector completed a joint observation with the manager and evaluated the quality of teaching practice.
- The inspectors spoke to staff, children and parents at convenient times during the inspection.

Inspectors

Emma McCabe

Dianne Andrews

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have attended recent safeguarding training and demonstrate a good understanding of their roles and responsibilities to keep children safe. They know what action to take if they have concerns about a child's welfare. The manager and other professionals meet regularly with staff and observe their teaching practice to identify training needs. Some staff have attended training to develop strategies for managing challenging behaviour. They have implemented the knowledge they have gained to enhance children's good personal, social and emotional development. The manager rigorously monitors children's progress and identifies where there are gaps in specific areas of learning. She is beginning to use the information to target areas for improvement and raise children's attainment. Communication with parents has been improved since the last inspection. Parents are kept well informed about any changes to their child's key person. Staff regularly share information with them to support their children's learning at home.

Quality of teaching, learning and assessment is good

Staff are enthusiastic and interact well with children. They promote children's communication and language skills effectively. Staff working with younger children effectively model words, listen and ask questions to extend their vocabulary. Staff working with pre-school children skilfully use stories and role play, to extend children's thinking and to talk to them about feelings and behaviours. Staff caring for babies are attentive to their needs and support them well to try new experiences. Babies are inquisitive. They delight in exploring vegetables frozen in a block of ice. They develop their physical skills as they use a range of tools to tap the ice and help it to melt.

Personal development, behaviour and welfare are good

Staff act as good role models and promote respect and tolerance well. They listen to children's views, encourage them to share and take turns and to be aware of one another's needs. Staff celebrate children's similarities and differences. They value the different languages that children speak. Children enthusiastically speak to their peers using words they have learned from other languages. Staff promote healthy eating and meet individual children's dietary requirements well. Older children have good opportunities to learn about healthy food and enjoy discussions about their favourite fruit. Children show a keen interest in the changing of the seasons. Staff build on this interest as they provide opportunities for children to walk to the local park to collect leaves.

Outcomes for children are good

Children make good progress from their starting points and gain the skills needed for the next stage in their learning. They are actively involved in routines that help them to develop their independence. For example, they tidy toys away and serve themselves at mealtimes. Younger children are beginning to develop their self-care skills as they master toilet-training. All children develop their confidence for learning. Older children share their experiences at group time and use number, counting and size in everyday activities. Babies and toddlers enthusiastically join in with songs, actions and rhymes.

Setting details

Unique reference number	EY443478
Local authority	Sandwell
Inspection number	10057086
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 3
Total number of places	74
Number of children on roll	91
Name of registered person	Tiddlywinks Kiddy's Nursery Limited
Registered person unique reference number	RP531442
Date of previous inspection	22 March 2018
Telephone number	01215579399

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

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