

# Tiddlywinks Pre-School @ Poverest



Poverest Primary School, Tillingbourne Green, Orpington, Bromley BR5  
2JD

<b>Inspection date</b>	16 October 2018
Previous inspection date	9 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 also the provider, and staff are keen and enthusiastic. They effectively evaluate practice, children's progress and the provision to provide good-quality childcare.
- Children's behaviour is good. Staff are good role models. For example, they sensitively remind children to use 'kind hands' and 'take turns' with their friends as they play together.
- The manager and staff have built strong professional relationships with the headteacher and teaching staff at the host school to support children's care and learning to a good level.
- The manager successfully tracks different groups of children to identify accurately gaps in achievements and to ensure all children make the best possible progress.
- Children's good health is promoted well. For example, children enjoy plenty of fresh air and physical exercise, and they brush their teeth after mealtimes.

### It is not yet outstanding because:

- On occasions, the manager and some staff do not give younger, quieter children the same opportunity as older children to respond to the questions they ask.
- On occasions, staff do not promote children's mathematical skill to a higher level, such as counting, shape and measure.

## What the setting needs to do to improve further

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

- review some activities and routines so that all children have the same opportunity to respond to questions, to develop their communication and language skills further
- provide greater opportunities for children to build on their mathematical skills.

### Inspection activities

- The inspector viewed documentation, including children's records, risk assessments, accident, incident and complaint records.
- The inspector checked staff's qualifications, training certificates, such as for food hygiene training, and evidence of their ongoing suitability.
- The inspector completed a joint observation with the manager and assessed the impact of teaching on children's learning.
- The inspector spoke to children and observed them during their play.
- The inspector spoke with parents to seek their views and comments.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have updated their safeguarding knowledge to a good level. They know what to do if they have a concern about a child's welfare and the local reporting procedures to follow. The manager monitors staff's performance well to identify strengths and areas for improvement. The manager records and reviews any accidents that may occur to ensure all potential hazards are minimised. The manager responds professionally to all complaints. She keeps parents up to date with the action she has taken and reports these to external agencies in a timely manner. The manager values what parents say. Following recent questionnaires, parents successfully use online systems to keep them regularly informed about their children's learning and development.

### Quality of teaching, learning and assessment is good

The manager and staff regularly access training and have good support from teaching staff at the host school to help enhance their skills and knowledge further. Following this support, staff successfully provide a good range of activities to promote children's early literacy skills. Staff skilfully explore ideas, encourage and set suitable challenges for all children. Staff support children who have special educational needs (SEN) and/or disabilities well. They skilfully work in partnership with other professionals to help all children make good progress and achieve well. Staff monitor and assess children's learning and share these assessments with parents. Staff successfully engage with parents to support their children's learning further.

### Personal development, behaviour and welfare are good

The manager and staff are courteous and respectful of each other and children. They consistently encourage children to listen carefully, such as to help them learn how to keep themselves safe. Children spend plenty of time outdoors. They share the outdoor space with the Reception children from the host school. Children begin to form positive relationships with Reception children and teaching staff to help prepare them for school. The outdoor space is used effectively. Staff supervise children well. Children confidently climb a fixed climbing frame and negotiate different levels to challenge their physical development. Staff support children to do things for themselves. They consistently praise children for their achievements. Children have a positive sense of self and are eager to 'have a go'.

### Outcomes for children are good

All children, including those who have SEN and/or disabilities, make good progress from when they first start. They are well prepared for their next stages of learning and their eventual move to school. Older children demonstrate good literacy skills, for example, as they write their names. Younger children enjoy listening to stories and older children learn that words carry meaning. Children are keen to join in activities and develop independence. They help prepare their snacks and learn how to manage their lunch boxes.

## Setting details

<b>Unique reference number</b>	EY492522
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10076540
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Parker's Pre-Schools Ltd
<b>Registered person unique reference number</b>	RP908924
<b>Date of previous inspection</b>	9 May 2016
<b>Telephone number</b>	07909991595

Tiddlywinks Pre-School at Poverest registered in 2015. It is situated in Poverest Primary School, Orpington, in the London Borough of Bromley. It is open on weekdays from 8.30am to 4pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs six staff, five of whom hold appropriate early years qualifications; one at level 4, three at level 3 and one at level 2.

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