

Tinkerbells

Bridge Inn, Leyland Road, Penwortham, PRESTON PR1 9XR



Inspection date	23 October 2018
Previous inspection date	8 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager and staff listen carefully to the views of children, parents and their wide network of professional bodies. They make thorough evaluations of the nursery and use these to improve the environment significantly, coach their staff and raise outcomes for children.
- Staff inspire children of all ages with activities and opportunities for adventures that capture their imaginations, hold their attention and help them to share their experiences together. For example, toddlers delight in searching for, handling and talking about different insects they find. They learn how to hold them safely and share them with their friends gently.
- Highly nurturing staff quickly develop secure, trusting and warm relationships with children. They are highly responsive to children's individual needs. Children quickly settle into the nursery and into new rooms. They develop excellent levels of confidence, independence and emotional well-being that prepare them exceptionally well for school.
- Children have excellent opportunities to use their physical skills. Staff use the highly stimulating outdoor area superbly to enhance children's learning. Children are inquisitive, motivated, and behave well.
- Partnerships with parents are good. Parents explain how staff keep them well informed about their children's development and how they share information with staff about their children's learning at home. They are highly complimentary about how well staff support their children.

It is not yet outstanding because:

- Monitoring of staff's practice is not effective enough to help all staff to build on their already good-quality teaching.

What the setting needs to do to improve further

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

- enhance new systems for the monitoring of staff's practice to build on and raise the quality of all staff's teaching to an outstanding level.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.
- The inspector looked at children's records and discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed a planned session and jointly evaluated the teaching with a nursery manager.

Inspector
Suzy Marsh

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff fully understand their responsibilities to protect children and know the reporting procedures to follow if they have a concern about a child's welfare. Any potential hazards to children are suitably minimised through staff's assessment of risks. Safer recruitment procedures are robust. The manager and leaders are ambitious and have high expectations for all children, staff and parents. Relationships between staff are professional and this teaches children how to behave towards each other. The views and needs of parents are taken into consideration when deciding on next steps for the nursery, such as when planning days out and supporting the local community. Additional funding for specific groups of children is well spent on curriculum resources that enhance children's interests.

Quality of teaching, learning and assessment is good

The nursery environment is vibrant and interesting. Children can access a range of resources independently and they work purposefully as they explore their interests. For example, after a trip out to pick pumpkins, children use tools available in the provision to initiate carving with a member of staff. They discuss the size, shape and weight of the pumpkins. This develops their mathematical skills. Early communication and language skills are developed effectively. Toddlers delight as they splash in the water and paint tray and mix colours from pipettes. Babies communicate happily with their key person, responding with smiles, gurgles and laughter. Staff's assessments of children's learning are moderated by the manager, which helps to ensure that they are accurate. Staff plan for children's next steps and involve them in the process. For example, staff listen to children's requests and weave their intended outcomes into the opportunities that they offer.

Personal development, behaviour and welfare are outstanding

The manager and staff have created a wonderful ethos and atmosphere at the nursery that sensitively meets the needs of the children. Children thrive in the care of staff who provide security, encouragement and plenty of motivation to explore new challenges. For example, children who prefer to be active outdoors enjoy excellent opportunities to do so in the inspiring garden play areas. Children become highly practised at experimenting with different properties, such as water play, construction materials and real-life tools in the forest school. Staff diligently teach children of all ages to assess risks, follow safety rules and resolve any conflicts of interest with their friends. Children consistently demonstrate positive behaviour and can concentrate for prolonged periods.

Outcomes for children are good

All children make good progress in their learning. This includes children who have special educational needs (SEN) and/or disabilities, and children who speak English as an additional language. Babies are developing their skills in crawling. They reach out to grasp toys on the floor and try and move their bodies forward to get closer. Younger children use their imagination during play. For example, they introduce their own ideas and pretend to make meals using real vegetables and pans. Children develop a strong sense of belonging to their nursery and the community.

Setting details

Unique reference number	EY426381
Local authority	Lancashire
Inspection number	10068934
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 - 4
Total number of places	114
Number of children on roll	96
Name of registered person	Tinkerbells Nursery Limited
Registered person unique reference number	RP530576
Date of previous inspection	8 January 2014
Telephone number	01772 751666

Tinkerbells registered in 2011. It is situated in a converted, detached premises in Penwortham, Lancashire and is one of two provisions managed by a limited company. The nursery employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 or above. The provider holds early years professional status. The nursery opens Monday to Friday from 7.30am until 6pm all year round. It provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have SEN and/or disabilities.

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