

Inspection date	12 December 2018
Previous inspection date	12 November 2015

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and staff demonstrate a strong commitment to the continuous improvement of the provision overall. Good progress has been made since the last inspection to improve how literacy is promoted outdoors. Children who learn best from being outdoors now have plentiful opportunities to develop this area of learning when playing in the garden.
- The management and staff reflect on the service they provide. They seek the views of parents when planning for improvement. An action plan is in place that is monitored and evaluated regularly to promote good outcomes for children.
- Staff have established good partnerships with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.
- Staff observe children as they play and they evaluate their observations well. This supports them to identify where children are in their learning and what they need to do to support their continuing progress. Staff are confident to carry through their findings into planning.
- Staff provide a welcoming learning environment in which children are secure and confident to express themselves. Children are happy and settled. They build close emotional attachments to staff.
- The provider has not met the requirement to notify Ofsted of changes to the person who is managing the provision.
- Staff do not ensure that their interactions with children are consistently of the highest quality to engage with all children equally as they play, to support the best possible outcomes.

What the setting needs to do to improve further

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

	Due date
notify Ofsted of changes to the person who is managing the provision.	31/12/2018

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

- strengthen teaching skills to consistently offer all children equal levels of interaction and support.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management is good

The provider has not provided information to Ofsted about changes to the person employed as manager. However, there are robust recruitment and selection processes in place to ensure that all those working with children are suitable to do so. The new manager is an established member of staff who has been promoted. Safeguarding is effective. Staff have regular opportunities for supervision. This promotes an effective culture of mutual support. Staff's professional development is encouraged. They are committed to providing good-quality care, play and learning experience for all children. Staff are enthusiastic, motivated and work well together. The manager monitors the learning and development requirements. Gaps in children's learning are effectively identified and addressed.

Quality of teaching, learning and assessment is good

Staff know the children well. They talk confidently about where children are in their learning and development. Children benefit from interesting resources that promote their natural instincts to discover and explore. The quality of teaching is good overall and supports children well as they develop the important skills needed for school. For example, when older children sit with an adult to do an activity about phonics, the adult skilfully encourages children to consider the initial sound of words. Staff are actively engaged in the children's learning. When children sort dinosaurs by colour, staff extend this to introduce counting. Staff support children's speech and language development effectively. They engage children in conversation and ask questions to encourage them to think.

Personal development, behaviour and welfare are good

Staff implement the key-person system well. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. The key person builds positive relationships with parents. Parents report that they are very happy with the provision. They feel that communication is good and they are kept fully informed about their children's day and learning. Parents appreciate that children have extensive opportunities to be outdoors and have visits to the host school. For example, children enjoy visits to the school hall for physical education and use the school playground daily. This helps children to become familiar with the school environment. Children behave well and respond positively to the high expectations of staff. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns.

Outcomes for children are good

Children develop the skills needed to be ready for school. They are motivated and confident learners who readily lead their own play. Children's health and safety are promoted well. Children learn to take managed risks on the school climbing equipment and manage their own self-care needs. Children understand that print carries meaning. Some children can write letters from their first names. Children count confidently.

Setting details

Unique reference number	EY421237
Local authority	Suffolk
Inspection number	10072039
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	12
Name of registered person	Havers Development Ltd
Registered person unique reference number	RP521877
Date of previous inspection	12 November 2015
Telephone number	07760573208

Tiddlywinks registered in 2010 and is one of three settings owned by Havers Development Ltd. Two members of childcare staff are employed at this setting. Of these, one holds an appropriate early years qualification at level 3 and the other at level 5. The setting opens from Monday to Friday during school term time. Sessions are from 8.55am to 11.55am with the option of staying for the lunch club until 12.55pm. The setting also operates an afternoon session on Mondays and Wednesdays. These sessions run from 12.55pm to 3.10pm. The setting receives funding to provide free early education to children aged two, three and four years.

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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