

Tiggy-Winkles Day Nursery

73 Orford Lane, WARRINGTON WA2 7BS



Inspection date	21 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders are highly ambitious for the future development of the nursery. They share a clear vision and high expectations, which supports ongoing development to improve outcomes for every child. Leaders embrace every opportunity to consult with parents, staff and children and act on their feedback. This has resulted in sharply focused improvement planning, which has enhanced children's learning to the highest level.
- Staff place a high importance on encouraging children's creativity and self-expression. Children relish opportunities to explore malleable materials and investigate without limitation. Staff instinctively know when to provide skilful questioning to encourage children's very best understanding, and when to stand back and allow children to explore freely.
- Literacy is taught extremely well. Children show very high levels of understanding for their ages as they join in with games to learn letter sounds. They show much enthusiasm for these games. For example, children use percussion instruments to beat the rhythm in their name as they listen carefully to sounds.
- Monitoring across the whole nursery is extremely rigorous. Emerging gaps are immediately identified and planned for. Leaders have embraced opportunities to work with other providers to moderate and analyse the progress children make, the quality of teaching and how staff observe, assess and plan for children's development.
- The excellent partnership working with parents supports children to thrive at this nursery. Staff have a deep understanding of children and their family circumstances, and offer exceptional support and guidance to parents.

What the setting needs to do to improve further

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

- develop even further the excellent ways to support young children in developing their independence and self-help skills.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector completed a joint observation with the pre-school teacher.
- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector held a meeting with the senior managers. She looked at relevant documentation and evidence of the suitability of staff.

Inspector

Alison Hobbs

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. All staff have a comprehensive understanding of all areas of safeguarding and their responsibilities to protect children. They act immediately if they have concerns about a child's welfare or development. Leaders work very closely in partnership with parents and other professionals to tailor care and learning to children's individual needs. Leaders have created an inspirational environment where continued professional development is embraced. Leaders passionately encourage all staff to undertake additional training courses and to obtain higher-level early years qualifications. The highly qualified staff share a desire to extend their knowledge further and constantly seek ways to improve their practice.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is inspirational. All staff believe in every child and provide many opportunities for bespoke one-to-one support to enhance children's learning. For example, staff spend time talking about babies and their care needs to support those children whose families are imminently expecting babies. Staff have created an environment that is rich with opportunities to explore and investigate. Children demonstrate happiness and high levels of self-confidence as they make choices during play. For instance, children delight as they find tools and equipment to wash windows in the garden before covering them with mud again and repeating the process. Staff skilfully introduce new vocabulary during play activities and everyday routines. They use enhancements, such as multisensory areas, to encourage children to use their imaginations and language skills.

Personal development, behaviour and welfare are outstanding

Children develop an incredibly strong bond with their key person and other members of staff. Parents say that the individualised settling-in periods help them and their children feel confident when separating from each other when children first start. Staff are superb role models and provide children with endless encouragement and praise. As a result, children's behaviour is exceptional. Children concentrate for sustained periods, for example, as they experiment and chop different real foods in role play. Staff use this opportunity as an additional way to discuss the benefits of healthy lifestyles and exercise. Mealtimes are a highly sociable and organised experience. For instance, children gain an awareness of keeping each other safe as they talk about allergies and how they can help to minimise risks.

Outcomes for children are outstanding

Children make exceptional progress from their starting points. Gaps in attainment are closing rapidly, including for children with special educational needs and/or disabilities. Children develop a good range of skills in preparation for their eventual move on to school. Children develop secure friendships and high levels of motivation. Staff are now considering further ways to foster children's independence during everyday routines.

Setting details

Unique reference number	EY535786
Local authority	Warrington
Inspection number	10060044
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	100
Number of children on roll	113
Name of registered person	Tiggywinkles Day Nursery Limited
Registered person unique reference number	RP535785
Date of previous inspection	Not applicable
Telephone number	01925 444559

Tiggy-Winkles Day Nursery originally registered at this premises in 2012 and re-registered in 2016 to reflect a change in legal status. It is located in Warrington, Cheshire. The nursery employs 26 members of childcare staff. Of these, two hold early years practitioner status, one has early years teacher status and 19 hold appropriate early years qualifications at level 3, 4, or 6. The nursery opens Monday to Friday, all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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