

# Tiddlywinks Nursery School (Chad)

Tylon House, Middleton Road, Chadderton, Oldham OL9 0PA



<b>Inspection date</b>	14 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- The management team do not ensure that staff are suitably deployed throughout the nursery at all times of the day to meet the needs of children. In particular, first thing in the morning staff are not deployed to the busiest room to support children's arrival at the setting.
- Planned learning experiences do not always meet the learning and development needs of children. This does not help children to make consistently good progress in their learning.
- Children are not provided with enough opportunities that challenge their thinking.

### It has the following strengths

- The senior leadership team strive to offer good levels of care and show commitment to addressing all areas for improvement.
- Staff provide a friendly and welcoming environment. Children develop positive attachments to staff and, in the main, are settled and happy.
- Parent partnerships are in place. Staff work with parents to understand children's individual needs from their entry to the setting. Parents are complimentary about the care that staff provide.
- Staff promote children's physical development well. Children enjoy mark making, weekly football sessions and taking part in movement sessions outdoors.
- There are effective selection and recruitment practices in place to ensure the suitability of staff. Staff complete inductions and management check staff's ongoing suitability.

## 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
ensure that the management team deploy staff effectively throughout the day, to ensure children's needs are met	21/01/2019
ensure that information gathered through processes of assessment are used to shape learning experiences which consistently meet children's needs.	21/02/2019

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

- extend opportunities for children to use their independent thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff, parents, the management team and the director during the inspection.
- The inspector completed two joint observations with the manager.
- The inspector held a meeting with the senior management team. She looked at documentation, such as children's development records, processes of assessment and staff selection and recruitment files.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of leadership and management requires improvement

The management team ensure that there are enough staff overall in the building to care for children on the premises. However, managers do not effectively deploy staff in the rooms to ensure that children's needs are met, particularly at the start of the day. Safeguarding is effective. Staff are knowledgeable about the procedures they must follow if they have concerns about a child's welfare. Staff complete daily risk assessments, follow safe use of mobile phones on the premises, document the administration of first aid and understand significant events that must be reported to Ofsted. Staff attend targeted training opportunities. For example, new staff in the baby room attend training in how to meet the needs of babies. Partnerships are in place with other professionals. For example, staff share information with teachers about children's individual needs before they start school.

### Quality of teaching, learning and assessment requires improvement

The management team are in the process of reviewing the way they assess children's progress. However, staff do not fully use the information gained from assessment to consistently support children's learning. This impacts on children's overall learning and development. However, children are motivated and eager to join in with activities. Staff support children's imaginative skills. For example, children enjoy acting out making cakes and use dough to make objects from a favourite story they have read. Staff share information about children's needs and involve parents in children's learning.

### Personal development, behaviour and welfare require improvement

Staff understand children's personal routines. For example, staff soothe younger children and support them to get to sleep when they show the signs of being tired. However, at the start of the day staff are not deployed well enough. Staff are, generally, good role models and promote positive behaviour through encouragement and positive praise. Children's behaviour is good. Children are supported to learn about the wider world. For example, they explore festivals from different cultures. Children learn about healthy lifestyles. They access the outdoors every day, eat nutritional meals and learn about the importance of brushing their teeth.

### Outcomes for children require improvement

Children do not make good enough progress in all areas of learning. Staff do not always tailor learning experiences to meet children's individual learning needs. Despite this, children play cooperatively with their peers and initiate their own play as they choose resources. Children gain some skills to be prepared for learning in the future.

## Setting details

<b>Unique reference number</b>	EY550847
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10091409
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	123
<b>Name of registered person</b>	Tiddlywinks Nursery School (Chad) Ltd
<b>Registered person unique reference number</b>	RP550846
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 620 0002

Tiddlywinks Nursery School (Chad) registered in 2017. There are 19 members of staff. Of these, five hold an appropriate early years qualification at level 6, nine hold a qualification at level 3 and five hold a qualification at level 2. The nursery operates from 7.30am to 6.30pm each weekday, all year round. The nursery supports children with special educational needs and/or disabilities, as well as children with English as an additional language. The nursery provides funded early years education for two-, three- and four-year-olds.

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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