

# Tiddlywinks Day Nursery & Pre School

Springfield Parish Centre, St. Augustine Way, Chelmsford, Essex CM1 6GX



<b>Inspection date</b>	21 March 2019
Previous inspection date	12 July 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Since the last inspection, the manager and her staff have worked hard to make improvements. Regular supervision meetings help to ensure that all staff are supported well by the manager. Staff show that they have a clear understanding of their roles and responsibilities.
- Children are supported to learn how to keep themselves and others safe. For example, staff ask them to reflect on what might happen if they continue to swing a toy rake around. Children react positively, and quickly modify their behaviour.
- Children have plenty of opportunities to develop their growing physical skills. Young children have fun working out how to use their feet to move a sit-and-ride car. Older children enjoy using balance bikes, showing good skills as they move around the play area and objects in their path. All children make good progress in their learning.
- Parents describe the staff as 'brilliant', 'caring' and 'approachable'. They explain that staff are sensitive towards their children and that they include the whole family. Parents report that they get information about their child's progress and how to support learning at home. This is achieved, for example, through discussion, written feedback and an online system used by the nursery.
- Children build firm relationships with their key person and other staff. When young children need support, they spontaneously go and sit on a member of staff's lap. Older children are kind to each other and enjoy plenty of lively interaction with staff as they engage in play and learning.
- The manager does not always ensure that reflective practice is sharply focused to identify and quickly implement changes, to help promote ongoing improvements even further.
- At times, staff do not take all opportunities to support younger children's independence, to encourage them to complete tasks for themselves.

## What the setting needs to do to improve further

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

- strengthen current systems for reflection, to identify and quickly implement changes that secure ongoing improvements
- increase opportunities for young children to think through and manage tasks independently.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the manager and staff how they reflect on their practice.
- The inspector took account of the views of parents through discussion during the inspection.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are trained in child protection procedures and understand how to identify and report any concerns. The manager and proprietor are the designated persons for safeguarding should staff need any advice or support. The nursery environment is safe, clean and well maintained, which helps to promote children's well-being. The manager makes good use of training and development opportunities, including working with the local authority. She spends time working alongside staff, which helps her to monitor their practice. The manager and her staff work with other agencies to help them support children's specific needs. The manager monitors all children's progress, which helps her to identify and implement extra support when needed.

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

Young children enjoy interacting with staff during story time. They are keen to join in with conversations about how the main character is feeling. Children suggest that they might not feel sad if their 'mummy gives them a plaster'. Children are encouraged to express themselves using musical instruments. They sit with staff singing songs. They learn how to follow a beat and count numbers in sequence. Children show that they listen to and can understand what others say. For instance, they respond quickly when staff ask them to bring back an instrument they have finished using. There are numerous opportunities for children to learn about mathematics. They explore capacity, for instance, as they fill and empty containers with sand and watch with fascination as it spills out of a funnel. Children engage well in conversations. For example, they talk about the size of a worm found in the garden.

### Personal development, behaviour and welfare are good

Children show good levels of confidence. They are keen to talk about the sit-and-ride tractor they are playing with and proudly demonstrate how they have learned to pedal it backwards and forwards. Children are supported to learn what is acceptable behaviour. They are encouraged to take turns using equipment, such as battery-operated toys. Staff help children to understand about healthy lifestyles. Children identify that 'sugar' is bad for their teeth and engage in discussions about brushing their teeth in the morning and before bedtime. A nutritionally balanced range of snacks and meals are provided, and fresh drinking water is always available. Teachers are invited into the nursery to help prepare and support those children starting school.

### Outcomes for children are good

Young children learn to problem solve. They spend sustained periods of time working out how to fit a telephone back onto its base. Older children enjoy exploring craft materials and learn how to skilfully manipulate them to make their desired creation. Children show good levels of perseverance. Young children show patience when they rebuild a tower made from construction bricks. Older children spend time working out which piece of train track they need next to achieve what they set out to do. Children acquire the vital skills they need for the next stage of their learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY283577
<b>Local authority</b>	Essex
<b>Inspection number</b>	10085100
<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>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Perry, Penny Ann
<b>Registered person unique reference number</b>	RP904397
<b>Date of previous inspection</b>	12 July 2018
<b>Telephone number</b>	01245 463245

Tiddlywinks Day Nursery & Pre School registered in 2004. The nursery employs 10 members of childcare staff, all of whom hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday during school term time. Sessions are from 8.30am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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