

Tiddlywinks Day Nursery

160 Victoria Avenue, Blackley, Manchester, Lancashire M9 0RN



Inspection date	16 August 2019
Previous inspection date	28 January 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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

- The manager is inspirational. She is highly knowledgeable, skilled and experienced and leads the well-qualified staff team with admirable enthusiasm. The manager sets ambitious goals for further development of the nursery. Self-evaluation is highly effective. The manager has plans to enhance the outdoor area for two-year-old funded children to help extend their knowledge of the natural world.
- Staff complete detailed observations and accurately assess what children already know and can do. They plan an extensive range of extremely challenging and purposeful activities to help children move on to the next stage in their learning. Babies and children are highly motivated and independent learners. They make rapid progress.
- Children's behaviour is exemplary. They play together in harmony, share and take turns independently. Staff help them children learn to manage their own feelings and regulate their emotions. They skilfully use props, puppets, 'emotion eggs', dolls and mirrors to help children learn how to express their feelings.
- Staff provide an extensive range of experiences that significantly broaden children's knowledge and understanding of people and the wider community. For instance, they take children to meet with elderly residents in the community, access the library and visit places of worship.
- Children flourish in the exceptionally nurturing, homely and friendly environment. They form exceptionally strong attachments with their key person and all staff. Children demonstrate high levels of emotional security.
- Partnerships with parents are superb. Parents are provided with a wealth of information about children's learning and development and the progress that they make. They are exceptionally well supported to help support children's learning at home. For example, staff provide parents with story sacks containing props and books to help them enhance children's early literacy skills. This helps to promote high levels of consistency and continuity of care and education for all children.

What the setting needs to do to improve further

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

- implement plans to provide even further opportunities outdoors for two-year-old funded children to enhance their already excellent knowledge of the natural world.

Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor environment and assessed the impact this has on children's learning.
- The inspector spoke to the provider, staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and discussed practice. She looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Julie Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have an excellent knowledge of the referral procedures to follow should they have concerns about the health or welfare of a child. The manager closely monitors the progress of all children who attend the nursery, including different groups of children. This helps her to quickly identify any gaps in children's learning and put plans in place to address these. Partnerships with external professionals are exemplary. Staff effectively target additional support to help children with special educational needs and/or disabilities (SEND) to rapidly catch up. They share their excellent practice with other early years providers, who are welcome to visit the nursery to observe their teaching skills and the outstanding learning environment. The manager promotes the well-being of staff and provides high-quality supervision, training and guidance to support them in their roles.

Quality of teaching, learning and assessment is outstanding

Teaching is highly responsive to children's needs and ideas as they play. For example, staff ask thoughtful questions to extend children's thinking. Staff repeat the sounds that babies make and wait for them to respond, to help them learn about two-way conversation. They provide young babies with black, white and red toys to capture their attention and encourage their visual development. Older babies access an array of different textured objects and messy activities to encourage them to explore using their senses. Toddlers have a wonderful time as they investigate paint with their hands, fingers, feet and toes. Pre-school children are totally absorbed in a phonics activity in the mud kitchen. They run around excitedly to find ingredients that begin with the letter 'S' to add to the soup they are making. Staff make excellent use of every opportunity to emphasise words, such as 'squelch', 'splash' and 'slither'. Children squeal with excitement and shout, 'I found a stick. That begins with 's'.

Personal development, behaviour and welfare are outstanding

Children demonstrate high levels of perseverance and concentration. For example, they spend long periods of time making complex models. Children build with a specific purpose in mind and adapt their work to achieve the desired effect. Older children are superb role models for younger children. They develop an excellent understanding of babies' needs. Children develop an excellent understanding of dental hygiene. They brush their teeth after lunch and sing, 'Brush, brush, brush your teeth to keep the germs away'. Babies use scoops and spoons to fill containers with sand and older children practise using knives to cut up fruit and vegetables in the home corner. This has an extremely positive impact on helping children learn to develop superb self-care skills.

Outcomes for children are outstanding

All children make rapid progress. This includes children with SEND and those whose starting points are below expected levels of development for their age. Babies make rapid progress in their physical development. They eagerly reach out for objects and move rapidly towards the toys that excite them. Children are highly effective communicators. For example, they say, 'You make the cups of tea and I'll make the food'. Children acquire an excellent range of skills to prepare them for school.

Setting details

Unique reference number	EY345251
Local authority	Manchester
Inspection number	10109746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 10
Total number of places	72
Number of children on roll	67
Name of registered person	Tiddlywinks Day Nursery Ltd
Registered person unique reference number	RP526674
Date of previous inspection	28 January 2013
Telephone number	0161 7954689

Tiddlywinks Day Nursery is one of six nurseries owned and operated by Tiddlywinks Day Nursery Limited. The nursery opens Monday to Friday all year round from 7.30am to 6pm. The out-of-school club opens from 3.15pm to 6pm during term time and from 7.30am to 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children. It employs 15 members of childcare staff. Of these, two hold early years teacher status and nine hold appropriate early years qualifications at level 3. The nursery receives support from the area manager, who holds qualified teacher status.

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