

Inspection of Tiddlywinks Day Nursery

Tiddlywinks Day Nursery, 108 High Road, Trimley St. Mary, FELIXSTOWE, Suffolk
IP11 0SU

Inspection date:

19 September 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Managers and staff have failed to act decisively to keep children safe. They do not carry out rigorous risk assessments to identify and manage hazards that could place children at risk of significant accident or injury within the nursery or when they are taken off the premises.

The quality of teaching is variable. Staff do not consistently seek to join in children's play to extend their learning. This has a negative impact on children's engagement and concentration in some activities. At times, children wander around and do not engage in meaningful learning. Some staff do not make the most of routines, such as snack time, to promote babies' language skills. Instead, they sit silently with children. However, where staff engage purposefully in children's play, the teaching and learning is more successful. Older children happily sing songs and learn to communicate in different ways, such as using sign language. Staff encourage children to count pieces of play dough they have cut up, to help support children's mathematical skills.

Children build secure bonds with staff and good friendships with each other. They behave well, follow staff's instructions and understand the rules and boundaries they must follow.

What does the early years setting do well and what does it need to do better?

- Managers have failed to identify and act to minimise risks to children. For example, they have not considered the risk of significant injury from trips or falls, when babies move between their base room and the outside play area. In addition, they have failed to identify and minimise the risk posed, to young children's fingers, by the unsecured outer door.
- The managers have assessed some risks when taking children out of the nursery following a significant incident. However, there was no rigorous risk assessment completed, prior to the incident, to identify and minimise potential hazards to children.
- The managers do not provide training for new staff, as part of their induction, to help them to identify and minimise risk successfully. In addition, new and existing staff are not aware of the risk assessments appropriate to the room in which they work.
- Despite being identified as a weakness at previous Ofsted inspections, the managers have not acted to implement an effective system of supervision sessions to support staff. Staff are not provided with targeted support to help them to address weaker aspects of their practice, such as their interactions with children.
- Staff occasionally access training. However, this has little impact on the quality

and consistency of teaching. For instance, some staff ask children questions as they play, but these are not always focused on what children are interested in doing. Instead, they are more of a distraction to children's concentration. At other times, some staff engage more successfully with children. They actively listen as children confidently share stories from home. They ask questions to extend children's conversations to support their language skills.

- Despite weaknesses in teaching, staff know the children well and consider their interests when planning learning opportunities. The managers have recently focused on improving the learning environment, taking account of children's needs and interests. The changes have had a positive impact on children. For example, they are more confident to select resources and play with them imaginatively.
- Staff use effective strategies to prepare children for changes in their day. Children are eager to help tidy away resources before lunch. They follow good hygiene routines. Older children know that they must wash their hands before eating. Staff encourage children to be independent. They support younger children to practise their self-care skills, such as wiping their nose and disposing of the tissue hygienically.
- Staff complete assessments of what children know and can do. They share information with parents about their children's development. Staff work closely with parents of children with special educational needs and/or disabilities to implement targeted plans to support their learning. This benefits children's development in the nursery and at home.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety at the nursery is not assured or prioritised. Managers and staff do not recognise all risks to children, or respond appropriately to minimise risks to keep them safe. The managers do not complete rigorous risk assessments or train staff to identify risks to children. Children are put at unnecessary risk of a significant accident or injury. Despite this, the nursery manager completes appropriate checks on staff to ensure their suitability to work with children. The managers understand their responsibility to report any child protection concerns to the appropriate agencies.

What does the setting need to do to improve?

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

	Due date
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complete rigorous risk assessments that identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised	17/10/2019
ensure children are kept safe on outings and that all risks to children's safety are identified and minimised or removed	17/10/2019
implement induction training to ensure it helps all staff to understand their roles and responsibilities, particularly with regard to assessing and minimising risk to children	17/10/2019
support staff to undertake appropriate training and professional development opportunities to help them to continually improve their skills and knowledge of how to provide children with good-quality learning experiences	17/10/2019
implement an effective system of supervision and support for staff that identifies weaker areas of staff practice and supports them to raise the quality of their teaching and interactions with children.	17/10/2019

Setting details

Unique reference number	251804
Local authority	Suffolk
Inspection number	10072665
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 to 11
Total number of places	20
Number of children on roll	35
Name of registered person	Tiddlywinks Nursery Felixstowe Ltd
Registered person unique reference number	RP905560
Telephone number	01394 274130
Date of previous inspection	7 March 2016

Information about this early years setting

Tiddlywinks Day Nursery registered in 2002. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Meredith-Jenkins

Inspection activities

- The inspector had a tour of the nursery. She made observations throughout the inspection of children's experiences in all of the nursery rooms and outdoors.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager.
- The inspector looked at a sample of nursery documents, including evidence of staff's suitability and training.

We carried out this inspection 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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