

Inspection of Tiddlywinks Out of School Club (TOOSC)

St. Peters RC Primary School, Kirkway, Middleton, MANCHESTER M24 1FL

Inspection date:

19 November 2019

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time in this welcoming, friendly club. They quickly form friendships and are well settled, happy and feel safe. Children share their own ideas and interests and are fully involved in the planning process. They demonstrate high levels of engagement in activities and stay focused for long periods of time. Children persevere and concentrate. For example, they keep adding water and flour to play dough until it reaches the right consistency to enable them to make models. Children develop close emotional attachments with key persons and all staff. They respond well to the consistent praise and encouragement they receive. This has a positive impact on their self-esteem and confidence.

Children of all ages play well together. Older children are superb role models for younger children. For example, they teach them the rules of games and help them to join pieces of fabric together when they make dens. Children independently take turns and share fairly. For instance, when they play bingo, they discuss how to decide who will play first. After some discussion, they agree that they will take turns in order of age, starting with the youngest child. Staff are consistent in their approach to managing children's behaviour. Children listen attentively to instructions and respond appropriately to clear guidance. They behave extremely well.

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

- Staff are well qualified and interact with children effectively to support and enhance their play. They talk to children about what they are doing and ask questions to help them develop their problem-solving and thinking skills. For example, staff ask children, 'What can we do to make the dough less sticky?'.
- The environment is well organised and resourced with an excellent range of high-quality toys and equipment. Children independently make choices about what they want to do. For instance, they explore the texture of sand, sit on cushions to look at books and investigate autumn leaves and fir cones.
- Children have a wealth of opportunities to access fresh air and take part in enjoyable physical exercise. They enjoy regular time spent outdoors where they can be physically active and use the school facilities. Children have access to a large outdoor play area which includes a playground, forest area and large field. They have ample space to run around and play football and 'tig'. This helps to promote children's good health and well-being.
- Staff teach children about different festivals, such as Diwali, Halloween and Christmas. However, there are few opportunities for children to learn about the similarities and differences between people and communities in self-chosen play.

- Children benefit from opportunities to play with resources that can be used in different ways. For example, they use tubes, cones and cardboard to make totem poles and towers. They decorate their models with ribbons, leaves and patterned tape. This helps children to develop good creative skills and enhances their imagination. Children leave their models to go and play outside or have a snack and return to them to modify and adapt their work. They work closely together to achieve a common goal. For example, children ask others to hold the tubes while they stick them together.
- Staff create a positive environment for children. They act as good role models and give children gentle reminders about the rules of the club. Children learn to cooperate with others of different ages and develop a good understanding of tolerance for those around them. They have time to interact with their friends, which contributes to the development of their social skills and attitudes.
- Staff encourage children to be independent as much as possible. For example, children spread crackers with cheese, pour their own drinks and help to tidy away when they finish eating. Children enjoy an extensive range of nutritious snacks. Staff support children to develop their understanding of the importance of adopting a healthy lifestyle.
- The manager and staff look at areas for improvement, try new things out and evaluate the impact they have made. Staff benefit from continuous professional developmental opportunities to help strengthen their skills and enhance children's experiences.
- Partnerships with parents and the host school are very strong and well established. Staff gather detailed information from parents and teachers to ensure that all children's individual needs are met. This helps to ensure continuity and consistency of children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibility to ensure children are kept safe and protected from harm. They undertake regular safeguarding training to ensure their knowledge and skills in this area are continually refreshed and updated. Staff have a very good understanding of the signs and symptoms of abuse and neglect. They are confident of the referral procedures to follow should they have concerns about the safety or welfare of a child. Staff know what to do and who to contact if an allegation is made against a member of staff. Rigorous recruitment and vetting procedures are consistently implemented to ensure that staff are suitable to work with children.

Setting details

Unique reference number	EY430684
Local authority	Rochdale
Inspection number	10129212
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	40
Number of children on roll	48
Name of registered person	Tiddlywinks Day Nursery Ltd
Registered person unique reference number	RP526674
Telephone number	07794384608
Date of previous inspection	28 June 2016

Information about this early years setting

Tiddlywinks Out of School Club (TOOSC) registered in 2011. The club employs six members of childcare staff whose qualifications range from level 3 to level 5. It also receives support from a member of staff who holds early years teacher status. The club opens from Monday to Friday for after-school care, during term time, from 3pm until 6pm.

Information about this inspection

Inspector
Julie Kelly

Inspection activities

- The inspector completed tour of all indoor and outdoor areas with the manager to understand how the provision is planned and organised to meet the needs of the children attending. She observed children engaging in their activities.
- A joint observation was carried out by the inspector and the manager.
- The inspector spoke to staff and children and held discussions with the manager at appropriate times during the inspection.
- Relevant documentation, such as safeguarding policies and procedures and evidence of the suitability and qualifications of staff, was looked at by the inspector.
- Children and parents held discussions with the inspector, who sought their views on the club. The inspector also took account of the views of parents and children from written statements obtained by the manager.

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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