

Inspection of Tiddlywinks Nursery School (Chad)

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

Inspection date: 22 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy themselves at this nursery. The effective key-person system ensures strong bonds are formed. Children are secure and show that they feel safe as they seek to play or have a cuddle with a familiar adult. Pre-school children are confident, share their ideas and talk animatedly about experiences, such as visiting the theatre. Toddlers concentrate well as they move large wooden blocks into a line. They count the dinosaurs as they walk them along their imaginary path. Babies enjoy lots of sensory play. They wrinkle their noses with pleasure as staff use puppets to encourage their speech.

Equipment is of a high quality and easily accessible to children of all ages. This entices children to be explorers of their world. In most instances, pre-school children show an eagerness to participate in group activities presented to them. However, the timing of some activities, such as listening to a story following lunch, fails to engage some of them fully. Nevertheless, they respond particularly well to the staff's high expectations of behaviour. Children understand and respond to the 'golden rules' with good grace and maturity. They are learning to manage their own feelings and gain an understanding that their actions can have an impact on their friends. Children are gaining many skills which promote their future life skills, including some experiences that help them learn about difference.

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

- The leaders are committed and enthusiastic. Since the last inspection, they have created an ambitious vision and implemented many imaginative improvements, to swiftly raise the standards of the nursery. Their ethos is reflected in the high-quality learning environment that has been created. It provides an extremely strong foundation for the provision they offer for each child.
- Partnerships with parents are very effective. Parents speak highly of the care and support staff provide. A wide range of initiatives provide parents with the flexible service they need. This promotes the regular attendance for children and provides a consistency for developing skills across all areas of learning. Information about the nursery and on how to extend children's mathematical learning at home, and practical support, such as the 'dummy fairy', are effectively shared.
- Staff encourage children to drink water after exercise. The nursery has gained a food award for the nutritious food it provides for children. Research about local initiatives, such as dental care, has been embraced. This is part of the management's wider vision to help children develop skills that establish healthy habits for life.
- Staff assess and plan well for children's progress. The nursery encourages a plethora of activities to enhance children's life experiences. For instance, children

take part in yoga and mindfulness sessions. Children's love of books and interest in early reading are encouraged. Books are freely available and children of all ages handle them with care. However, some group activities are not always well timed. After lunch, some children find their tummy too full for yoga and then are unable to maintain their concentration for a story. This means some children do not remain as enthused and leave the story mid-way.

- Staff and managers have high expectations for all children, including those with special educational needs and/or disabilities. They ensure that the sequence of what is needed next is planned carefully to provide each child with a broad curriculum.
- Children of all ages are encouraged to attend to their own needs and be prepared well for future life experiences. Babies are supported to try and feed themselves and older children learn to put coats and shoes on themselves. Children are supported to be ready for school. They have nursery book bags and are helped to practise carrying a tray with their lunch.
- Highly experienced staff from the sister nursery help to mentor staff to build on their professional development and understanding of how to implement the curriculum to a high standard.
- Staff have a good awareness of many of the children's unique life experiences. For instance, children preparing to visit their place of worship are encouraged to share with their peers where they are going and why. However, on occasions, staff miss chances to help children explore other similarities and differences, such as those related to families and lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

Staff are very familiar with the detailed nursery's safeguarding procedures and know what to do if they have any concerns. Robust recruitment arrangements mean that adults have the skills and experience to care for children. The premises are very clean, and the day-to-day routines and supervision by staff ensure children are kept safe. Access to the premises is managed effectively. A traffic light system recorded on table mats provides an effective way to alert staff about children's unique dietary needs. This promotes children's good health.

What does the setting need to do to improve?

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

- help staff to plan group and focused activities that make the best possible use of opportunities to support children's concentration and engagement
- support staff to gain the deepest knowledge of each child's previous experiences and current backgrounds, so they can prepare children for modern society and help them to appreciate one another's differences and similarities.

Setting details

Unique reference number	EY550847
Local authority	Oldham
Inspection number	10093367
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 9
Total number of places	86
Number of children on roll	132
Name of registered person	Tiddlywinks Nursery School (Chad) Ltd
Registered person unique reference number	RP550846
Telephone number	0161 620 0002
Date of previous inspection	14 January 2019

Information about this early years setting

Tiddlywinks Nursery School (Chad) registered in 2017. It employs 19 members of childcare staff, including one of primary teacher status. All hold relevant childcare qualifications at level 2, 3, 5 or 6. The nursery opens all year round, with the exception of bank holidays. It operates Monday to Friday from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Frank Kelly

Inspection activities

- The area manager and nursery manager showed the inspector around the nursery. They explained their vision and how the early years provision and the curriculum are organised. He observed staff interaction with the children and evaluated the impact this has on children's learning.
- A range of documentation was checked, such as confirmation of staff suitability checks, first-aid training and the complaints log.
- The inspector held several meetings with the owner, the area manager and the nursery manager. He spoke with staff to find out how they plan for children's learning and how they monitor children's progress.
- Parents took the time to share their views with the inspector.
- The nursery manager and the inspector carried out a joint observation.

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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