

# Inspection of Tiddlywinks Preschool

Bishop William Ward School, 22a Coach Road, Great Horkesley, COLCHESTER CO6 4AT

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Inspection date: 29 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children have a wonderful time at this delightful pre-school. They busily immerse themselves in a range of highly engaging activities. The manager and staff are superb role models who work together to create a captivating learning environment. An excellent variety of resources is on hand to help children pursue their interests.

Parents recognise the dedication of the manager and her team. They say that the team goes above and beyond their expectations to deliver exceptional experiences for children. The manager recognises the importance of complementing children's previous experiences, with activities that they may not all have easy access to. For example, they run regular outdoor learning sessions. During a planned outdoor activity, staff model careful listening and encourage children to notice what they can hear in the environment. Children tune into the sounds of nature around them, sharing what they know with each other. This supports all children to develop their understanding and vocabulary.

It is clear that children's well-being and enjoyment is central to everything that staff do. Together, the staff and children care for two rabbits in their garden. This activity helps children to learn how to take good care of living creatures. This activity also gives children a calm and soothing experience, which supports their emotional well-being.

Children have excellent opportunities to use their speaking and listening skills. Staff enthusiastically lead children in the singing of nursery rhymes and they captivate children's attention through their skilful sharing of stories. Children are encouraged to contribute their views. As a result, they are confident to speak to others and share their ideas.

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

- Teaching is inspirational. Staff base their plans for activities on their excellent understanding of what children need to learn. Staff expertly extend children's learning using a combination of planned learning opportunities and more responsive teaching, based on children's developing play. Parents give examples of how staff promote children's in-depth learning. For example, staff grow children's interest in sticks into a complex building project. This includes staff showing children how to use computers and books for research and inspiration.
- Children feel secure. They communicate their emotions freely, knowing that staff are there to support them. Staff expertly guide children to manage their own emotions and behaviour. Staff give clear and insightful explanations to encourage excellent behaviour. For example, staff explain to older children that

the younger children watch and copy what they see. As a result, children themselves become attentive and highly caring towards others, as they help each other find the dough that they wish to use.

- Staff value and include all children. For example, staff carefully consider issues such as dietary and cultural needs, to make sure that every activity offers opportunities for every child. There are coloured teapots to serve different types of milk drinks. Furthermore, all of the food provided at snack time is suitable for those with specific dietary needs. As a result, all children benefit from the freedom to choose their own snack from the healthy choices available. This also supports children's high levels of independence.
- Babies and younger children use an inviting and peaceful cabin in the garden as their base. From here they explore the wider experiences that the pre-school has to offer, closely supported by attentive staff. They return to their cabin for time to play in their small group and for social mealtimes.
- Children share and take turns as they play, for example, when on the wheeled toys in the garden. Staff have taught them to use sand timers as a way to do this. Children confidently explain that they are waiting for their turn.
- Children with special educational needs and/or disabilities are exceptionally well supported. Staff work in very close partnerships with families and other services to tailor care and learning to each child's needs. The manager uses her vast knowledge and experience to expertly assess each child's strengths and needs. All staff are trained to use additional support methods with children who need extra support to communicate, such as pictorial images and sign language.
- Managers give staff's well-being high priority. Staff report that the entire team is supportive. They say that they always feel that they can share any difficulties and receive the right kind of help from one another.

## Safeguarding

The arrangements for safeguarding are effective.

Clear procedures are in place to supervise new staff while they settle into their roles. Rigorous checks are made about their suitability. Staff are very well trained so that they have a strong understanding of issues in safeguarding. They understand the local procedures to report any concerns about children, or concerns about adults working with children, including how to whistle-blow. Those with overall responsibility for safeguarding recognise the importance of strong professional relationships with parents and families and how to work closely together with other agencies that support children and families. Staff regularly make time available to advise and support parents. They ably signpost other services and make books available for parents to carry out their own research.

## Setting details

<b>Unique reference number</b>	EY424384
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127362
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Tiddlywinks Preschool Gt Horkelesley Community Interest Company
<b>Registered person unique reference number</b>	RP902396
<b>Telephone number</b>	01206 272669
<b>Date of previous inspection</b>	1 December 2015

## Information about this early years setting

Tiddlywinks Preschool registered in 2011. The pre-school employs 14 members of staff. Of these, 12 hold appropriate early years qualifications, at level 2 and above. The manager holds a level 7 qualification. The pre-school opens for 48 weeks of the year. Sessions are from 8.30am to 5pm five days a week, except on a Monday when the setting closes at 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Hipperson

## Inspection activities

- The inspector carried out a walk around the pre-school with the manager, who is also a director of the registered company. On this walk the inspector and the manager discussed the experiences on offer to children and how staff support children's learning and development.
- The inspector held joint discussions, at appropriate times during the inspection, with the manager.
- The inspector and the manager carried out a joint observation of a planned activity.
- The inspector spoke with staff and children at appropriate times during the inspection. The inspector evaluated the experiences of children.
- The inspector spoke with parents and considered their views about the pre-school and read written parental feedback.
- The inspector spoke with visiting professionals.

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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