

Inspection of Tiddlywinks Breakfast And Afterschool

Netherton Sitlington Junior And Infant School, Netherton Lane, Netherton,
Wakefield WF4 4HQ

Inspection date:

12 December 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily from their classes after school and are immediately welcomed by the staff team. They quickly settle into activities of their own choosing and enjoy spending time with their friends. For example, some children decide to work with a partner to create models from boxes and tubes. They excitedly talk about what they are creating, such as castles, monsters and cars. Staff create a safe, calm and purposeful atmosphere. They spend time talking to children about their day at school. Staff join in activities to offer encouragement, support and teach children to learn new skills.

Children are keen to share their views and talk about what they like to do. They feel valued and listened to. For example, children can ask for new games and toys and suggest new activities. They have developed close attachments with staff and comment that they are 'lovely and kind'. Children understand the rules in place and behave well at all times. They listen carefully to instructions and are familiar with the routines, such as washing their hands before tea. Children display positive attitudes to staff and their peers. For example, older children enjoy helping younger children and are nurturing towards them.

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

- The managers work very closely with school to ensure effective communication about the children. They share information with the headteacher as appropriate and liaise with teachers on a daily basis. This helps to promote strong continuity of care and learning for children.
- Children are confident and motivated to join in activities. Staff give children the opportunity to follow their own interests. For example, girls enjoy practising their writing and enjoy drawing detailed pictures together. They carefully complete painting by numbers and talk about the different colours that they use. This helps to promote children's creativity well.
- Staff provide opportunities for children to develop their physical skills. For example, children thoroughly enjoy playing football outdoors, skipping and playing games together. They confidently and skilfully use scissors, tape, pens and glue sticks while crafting.
- Children are given uninterrupted time and a quiet area to complete their homework. Staff are happy to support children with this. For example, they practise spellings or complete their mathematics work together. This helps children to build on their learning from school and develop key skills for their future.
- Children enjoy spending time pretending to be in the hairdressers. They play imaginatively as a group, taking on different roles. For example, some children

write the appointment times down as they take the 'booking'. Other children pretend to wash, cut and dry hair enthusiastically.

- Boys spend long periods of time building models with bricks. They persevere to fix different pieces together and talk about what they are making. Staff ask questions and suggest new ideas. They allow children time to become fully involved in their own activities.
- Children have developed close relationships with the staff. They are settled and happy in their care. Children enjoy having conversations with staff and have fun playing together. This fosters children's emotional well-being successfully.
- Staff lead small-group activities effectively. For example, they show children how to create their own calendars. Children enjoy exploring a range of different materials, such as cotton wool, sticks and glitter to create a 'snowman'.
- Staff put strategies in place to help manage children's behaviour effectively. They quickly address any issues and talk to children about their emotions. Staff model how to be kind and caring to others. They praise children for their achievements. This helps to boost children's self-esteem and confidence.
- Managers hold regular meetings to discuss things that are going well. They identify possible areas to improve, such as the organisation of mealtimes. They continually reflect to help make positive changes, for example monitoring the use of technology for the older children.
- Managers monitor the overall effectiveness of the staff team. They attend training to help improve their knowledge, skills and practice further. However, there is scope to strengthen the systems in place for the supervision of staff to help raise the quality of their practice to a higher level.
- Parents are happy with the quality of the setting. They comment that staff are professional, friendly and nurturing and their children are happy, safe and content. Parents feel that they are kept well informed about their child's time at the setting. However, they would like to see a greater variety of healthy snacks being offered at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge of child protection issues. They can identify the possible signs and symptoms of child abuse and neglect. Staff understand what action to take and who to share their concerns with. They follow effective procedures to safeguard children. For example, staff check the list of children due to attend throughout the day, in case there are any changes made by parents. They make sure that they know who is collecting each individual child. Staff identify and minimise possible risks in the setting successfully. Managers deploy staff effectively to help ensure that children are well supervised at all times.

Setting details

Unique reference number	EY548633
Local authority	Wakefield
Inspection number	10106813
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children	3 to 10
Total number of places	22
Number of children on roll	64
Name of registered person	Tiddlywinks
Registered person unique reference number	RP548632
Telephone number	01924 274873
Date of previous inspection	Not applicable

Information about this early years setting

Tiddlywinks Breakfast and Afterschool registered in 2017. The club operates from Netherton Sitlington Junior and Infant School all year round, except for two weeks at Christmas. The breakfast and after-school club opens from 7.30am to 8.50am and 3.15pm until 6pm. The holiday club sessions are from 8am until 5pm, Monday to Friday. The club employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Helen Royston

Inspection activities

- The inspector and manager completed a learning walk of the setting. They discussed how the provision is set up and the range of resources that are accessible to children.
- A joint observation of an activity was completed by the inspector and the provider. They discussed the quality of staff's interactions and the impact on children's engagement and participation.
- The inspector spoke to parents and took account of their written views received as feedback for the inspection.
- A meeting was held with the provider and manager. The inspector looked at a range of documentation, including records of staff supervisions, training and suitability of staff.
- The inspector spoke to children and staff and took account of their views.

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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