

Inspection of Tiddlywinks Pre-School (Leyland) Ltd

Leyland Methodist Infant School, Canberra Road, LEYLAND PR25 3ET

Inspection date: 16 January 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The manager and staff are extremely passionate about early years provision. They value the input that parents share with them during home visits. This helps them to get to know children well and plan for their learning from the very start. Staff offer a flexible approach to meet individual needs. For example, extra staff help to support children who are new to the setting. This helps to build their confidence, helping them to feel safe. Parents speak very highly of the manager and staff and the caring, extremely positive relationships they form with children.

Staff have high expectations of what children can achieve. They focus well on developing children's language skills, helping children to become good communicators. Staff talk to them during activities and comment on what they are doing. Children enjoy listening to stories and eagerly join in with action songs. Staff engage children in meaningful conversations to encourage them to develop a range of vocabulary. However, on occasion, staff do not make the best use of interactions to challenge and extend children's thinking and learning.

Children flourish in this friendly setting. Their behaviour is very good. They show respect for each other and follow instructions well. For example, older children put their hands up to answer questions during circle time. They share their views without interruption. Staff encourage children to be independent and involve them in daily routines. Children develop the skills they need for their future learning.

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

- The experienced manager meets with staff regularly to discuss children's progress. She uses these opportunities to discuss any concerns and future planning. Staff feel well supported by the manager and they work well together. This helps to create a relaxed and welcoming atmosphere for children. Staff access regular training. For example, staff recently attended a course to learn how to create inviting play spaces. However, the systems for monitoring the quality and impact of individuals' teaching skills are not focused sharply enough to raise the quality to a consistently outstanding level.
- Staff use their knowledge of children's interests very well to plan exciting spaces, inside and outdoors. This helps to support children's ongoing engagement in learning. Staff have extremely positive relationships with children. They engage children in meaningful conversations to encourage them to develop a range of vocabulary. For example, children describe the sounds that objects make in listening games. Staff foster children's imaginations well. For example, older children peel and chop real vegetables and cook them on the pretend stove. Younger children explore flowers that have been frozen in ice.
- Staff plan good opportunities for children to practise their early writing skills, for

example, in a role-play post office. They also use these opportunities to help children learn mathematical concepts, such as value and weight. A visit to the post office helped children to learn about their local community.

- Staff use ongoing observations and assessments to quickly identify any gaps in children's learning. They know when to seek early support from other agencies, including speech and language therapists. Staff provide very good support for children with special educational needs and/or disabilities. The manager uses funding very well to help children to make progress in their learning. For example, she has recently enhanced home-learning facilities with story sacks to encourage children's love of reading at home.
- Children develop good physical skills. Staff encourage them to take some risks as they play and they learn to assess risks for themselves. For example, children eagerly climb a large frame outside. They remind each other of the rules that help to keep them safe. Older children squeal with delight as they run around using ribbons in the wind, while younger children look on in awe as staff blow bubbles. Inside, staff provide imaginative experiences for children to further develop their hand muscles. For example, younger children post objects into slots, while older children hammer golf tees into a vegetable squash.
- The manager failed to notify Ofsted about a significant event. Following discussion, Ofsted is satisfied that the requirement to notify had been overlooked and the impact on the setting has not been significant.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date through regular training. The manager and staff understand their responsibilities in helping to keep children safe. For example, effective staff deployment ensures that children are very well supervised. The manager and staff know how to recognise signs that children may be suffering from abuse and/or neglect. Staff have a good understanding of wider safeguarding issues and are clear about the setting's reporting processes. The procedures for recruitment are robust and the manager checks the ongoing suitability of staff. Staff undertake daily risk assessments; they check that the setting is safe and secure for all children.

What does the setting need to do to improve?

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

- strengthen systems for the supervision of staff, providing further coaching and support to raise the quality of teaching to a consistently high level
- enhance the quality of staff interactions with children to further develop children's ability to think critically and solve problems.

Setting details

Unique reference number	EY452428
Local authority	Lancashire
Inspection number	10109909
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	42
Number of children on roll	60
Name of registered person	Tiddlywinks Pre-School (Leyland) LTD
Registered person unique reference number	RP531908
Telephone number	01772 446519
Date of previous inspection	1 February 2013

Information about this early years setting

Tiddlywinks Pre-School (Leyland) Ltd originally registered in 1994. It opens Monday to Friday from 9am until 3pm. The pre-school employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications. The owner/manager holds qualified teacher status and early years professional status. The pre-school is based within the grounds of Leyland Methodist Infant School in Leyland, Lancashire, and older children occupy one of the rooms within the school. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Fortune-Price

Inspection activities

- The manager took the inspector on a learning walk within the setting. Joint observations were completed.
- The inspector observed the quality of teaching and interactions during activities indoors and outdoors, and assessed the impact these have on children's learning.
- Discussions took place with parents, staff and children throughout the inspection. The inspector took account of views expressed.
- The inspector met with the nursery manager to look at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector discussed and reviewed evidence about self-evaluation 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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