

Inspection of Tiddlywinks Nursery School Ltd

99 Square Street, Ramsbottom, BURY, Lancashire BL0 9AZ

Inspection date: 6 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Managers have high expectations of the staff and help children to develop the key skills that they need, ready for school. Staff keep parents well-informed of the progress their child is making. They provide suggestions to help parents to provide ongoing support to their child at home. For example, parents say that staff help them to successfully manage their child's potty training and encourage positive behaviour. Children play cooperatively together and are encouraged to take part in teamwork activities. Children decide upon the most suitable resources to use to build a wall together. They take turns to be lunchtime helpers and set the table for their peers.

Staff encourage children to drink water to keep themselves hydrated and to try the healthy vegetables at lunchtime. Routines are well planned to promote children's independence. Children develop confidence in their own abilities and in managing their self-care. They know to put on snoods and hats that are provided by the nursery, to keep themselves warm when playing outside. Children's health and well-being are promoted well. Children demonstrate that they feel happy and safe. Babies develop a strong bond and attachment and seek cuddles from staff when they become upset. Children show a strong sense of belonging. They enjoy choosing what to play with and lead their own play.

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

- Staff are provided with ongoing support, training and supervision. However, these are not highly focused to ensure that the quality of education is consistently high. Not all staff provide children with opportunities that provide the highest level of challenge to extend their learning even further.
- Children are provided with opportunities that they might not otherwise experience. For example, they put items in recycling containers at the local supermarket. This helps children to learn how different materials can be reused.
- Staff understand that children learn in different ways and identify and plan to promote any preferred learning styles. Babies are eager to discover different buttons on technology toys and repeatedly tap the spoon on different objects.
- Children enjoy following their own ideas and play with creativity and imagination. For example, they spread shaving foam onto blocks and position them together to build a wall. Staff develop children's interests well. They invite them to use their finger to make letters in the foam. This helps to promote children's early writing skills, ready for their move on to school.
- Children benefit from an environment that is planned to stimulate their interest and enjoyment. They play with enthusiasm and are motivated to explore and experiment. Babies work out how to hold a spoon and move it from one hand to the other. Children discover the different sounds they can make from musical

instruments.

- Overall, staff use effective questioning to help promote children's problem-solving skills. They give children plenty of time to think and respond and encourage them to recall previous learning. For example, children remember the foods that are healthy and that sugar is not good for their teeth.
- Staff provide children with plenty of opportunities to develop their physical skills. They encourage tummy time and place resources nearby for babies to reach. Older children learn to take reasonable risks as they balance and climb on the large play equipment.
- Staff get to know children well. They invite parents to share children's interests and what they can already do. Staff use this information to promote what children need to learn next and help them to make good progress.
- Staff use a variety of methods to promote children's communication skills. Babies enjoy joining in with actions as staff model singing songs. Preschool children know to hold up their hand and wait their turn to talk in group activities. They listen attentively to staff and follow instructions well.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Doors and gates are locked to prevent any unwanted visitors. Staff have a robust understanding of their role in safeguarding children. They know how to promptly identify and deal with any concerns that a child may be being abused. Staff understand their responsibilities regarding wider safeguarding issues, such as children being vulnerable to extreme views and behaviours. Staff help children to learn to keep themselves safe. Therefore, children begin to understand how to manage reasonable risks in their play. For example, pre-school children know that the blocks are a 'high risk' as they stack them higher.

What does the setting need to do to improve?

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

- make greater use of opportunities to consistently challenge and extend children's learning and development, and help them to make the best possible progress.

Setting details

Unique reference number	EY319256
Local authority	Bury
Inspection number	10129174
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 4
Total number of places	100
Number of children on roll	127
Name of registered person	Tiddlywinks Nursery School Ltd
Registered person unique reference number	RP526005
Telephone number	01706827837
Date of previous inspection	19 August 2015

Information about this early years setting

Tiddlywinks Nursery School Ltd registered in 2006. The nursery employs 25 members of childcare staff. Of these, 21 hold appropriate early years qualifications to at least level 2, including two with early years professional status, and three staff members hold a qualification at level 5, one holds a level 4 and 13 staff hold a qualification at level 4. The nursery opens from Monday to Friday, all year round. Sessions are 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
Cath Palser

Inspection activities

- The inspector observed the quality of care and educational practices during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- A tour of the nursery and joint observations were completed with the manager and area manager to understand how the early years provision and the curriculum is organised.
- The inspector held meetings with the manager, area manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection 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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