

Inspection of Tiggywinkles Pre-School

Popels Hall, Church Road, Winkfield, Windsor, Berkshire SL4 4SG

Inspection date: 12 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy exploring a carefully planned environment with lots of interesting activities. They thoroughly enjoy creative sessions where they make rockets and discuss space travel. This supports them to develop an understanding of the wider world. Children learn about different festivals from their diverse cultures, such as Chinese New Year and Thanksgiving. For example, they learn to do a dragon dance and enjoy a traditional turkey dinner to celebrate these special times of the year with friends. These activities teach children about the similarities and differences between themselves and others.

Staff have high expectations for children. They plan activities to help children learn new skills and build on what they already know. For example, younger children learn to self-register and recognise their names. Staff help older children to recognise the sounds letters represent in words and how to write the letters from their names.

Children behave well at the setting and feel safe. They form close bonds with staff, who follow their interests and show genuine warmth and enthusiasm towards them. Children explore shaving foam and make marks in their outdoor classroom, supporting their emerging writing skills effectively. They love to drive around the spacious outdoor area in their play cars. They get plenty of fresh air and exercise.

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

- Children are excited to celebrate their birthdays with friends. They compile lots of photographs and information with staff and their parents, then share this proudly with the group. Staff light candles with children; they count them and sing with their friends. They discuss how they have grown and changed over time. This supports children to feel a sense of well-being as they discuss their families and learn to communicate confidently with their friends.
- A highlight of the week is the rugby-themed activity session. Children report that they love this activity. They learn to balance, throw, run and develop a wide range of skills to support their physical development. Children are proud when they win the weekly medal for trying hard and working well.
- Children come together as a group for learning. For example, they discuss weather, read stories and learn songs. Some children do not benefit from these group learning experiences as much as others. At times, some children become distracted by other activities in the room and become restless, finding it difficult to concentrate and sit still.
- Staff recently developed their knowledge and skills with a speech and language therapist. She discussed using open-ended questions and developing children's communication skills. This has had a big impact, as staff have developed their

questioning techniques with children during play. Following this training, staff introduced a special area for quiet play and reading, to enable some children to have time to relax and reflect. This area is very popular with children, who are seen to read books independently and sit there with their friends.

- Children have nutritious snacks and home-cooked lunches each day. They grow their own vegetables and fruit, helping them learn where their food comes from. They develop some independence skills, such as tidying their own plates away after lunchtime and dressing for outdoor play. However, at times, staff do not recognise opportunities to encourage children to attempt manageable tasks to increase their skills further.
- The staff team is keen to work in partnership with parents to promote children's learning. Parents speak highly of the 'incredibly nurturing atmosphere' where staff know their children well. Their children enjoy bringing home books and entertaining homework projects to share with them. Parents explain that their children learn French, including the names for colours and fruits. Children look forward to every day at the pre-school and run in eager to play.
- The manager monitors staff's observations and assessments of children. She discusses with staff where children are making good progress and where they need extra help. This informs planning and helps staff to offer suitably challenging activities. All children make good progress with their learning. They are well prepared for their next stage of education.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the local authority reporting procedures to use if they are concerned about a child's welfare. They can explain a wide variety of indicators that a child may be at risk of harm. Staff are quick to follow up on any unexplained absences to check that children are safe. They have arrangements to keep children safe around technology, including monitoring the use of electronic tablets and not using mobile phones at the setting. The manager completes regular quizzes with safeguarding questions to help the team keep its knowledge up to date. The team completes checks every day to ensure the environment is safe for children.

What does the setting need to do to improve?

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

- review the organisation of group times, keeping interruptions to a minimum and encouraging children to engage further, so they benefit fully from the teaching opportunities
- increase the opportunities and encouragement for children to develop their independence skills.

Setting details

Unique reference number	EY552753
Local authority	Bracknell Forest
Inspection number	10143677
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 5
Total number of places	32
Number of children on roll	25
Name of registered person	Tiggywinkles Pre-School Limited
Registered person unique reference number	RP552752
Telephone number	01344885072
Date of previous inspection	Not applicable

Information about this early years setting

Tiggywinkles Pre-School registered in 2017 and is situated in Winkfield, Berkshire. The setting is open from 8.30am to 3.30pm, Monday to Friday, during term time only. The provider, who is also the manager, holds a relevant level 6 qualification. One member of staff holds a relevant qualification in early years practice at level 3 and one holds a qualification at level 4. The setting promotes a Montessori approach to education.

Information about this inspection

Inspector

Charlotte Foster

Inspection activities

- The inspector spoke to parents and children to gain their views.
- The manager and the inspector evaluated a planned activity and discussed how the manager helps staff develop their teaching skills.
- The inspector assessed staff's understanding of how to keep children safe.
- The inspector observed activities indoors and outdoors.
- The manager completed a learning walk with the inspector, explaining how she plans with the team for children's learning and development.

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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