

Inspection of Tiddlywinks Day Nursery

Tiddlywinks Day Nursery, 108 High Road, Trimley St. Mary, FELIXSTOWE, Suffolk
IP11 0SU

Inspection date: 10 March 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's individual needs are not met well enough. The provider demonstrates a lack of capacity to improve. Support, coaching and training for the manager and staff is insufficient. Babies are not helped to enjoy their time at nursery. Staff do not effectively engage them. On the day of the inspection, a baby sat passively with a member of staff, watching other children play, and was held back when she attempted to move away. In addition, others amused themselves and resorted to seeking support and interest from visitors in the room.

Children are generally happy at nursery. They behave well and are familiar with the daily routines. Older children follow staff's instructions and clean their hands when reminded, for instance before handling food and after wiping their nose. However, staff do not talk to children about this in order to help them to understand the importance of good hygiene practices. Older children enjoy being outdoors. They have opportunities to practise their physical skills as they use the climbing frame and slide safely, and chase bubbles. However, staff do not have suitable arrangements in place for taking young children outside or have the confidence to provide alternative outdoor activities, such as walks in the local area.

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

- Insufficient action has been taken to address weaknesses identified at previous inspections. The provider does not monitor staff's performance effectively. Despite staff having childcare qualifications, the quality of teaching is not good enough. Staff do not have a clear understanding of how to support children's learning through play. Training is ineffective. Staff have meetings with managers, and regular team meetings are held. However, staff's skills are not improving to ensure children are consistently challenged in their learning.
- Staff are now aware of the possible risks to children in the rooms in which they work, and measures have been put in place to minimise some hazards. They recognise that babies and toddlers may trip or fall as they move between their base room and the outside play area. However, to minimise this risk, staff do not provide young children with daily opportunities for outdoor activities to support their physical well-being.
- Staff have made changes to the environment since the last inspection. However, they do not always consider where resources are set out, or their own positioning when offering children activities. For instance, as some children jump up and down while joining in with an action song, they knock over towers other children have built, causing upset.
- Staff do not ensure that their planning of activities is appropriate for children's abilities. For example, they provide a 'book club' group activity, but some younger children are unable to turn the pages in their book to keep up with the

story. As a result, these children are not stimulated and lose interest.

- Children's learning is limited, and they are not well prepared for the next stage in their learning, such as school. For instance, older children explore the outdoor area and call out to staff as they find a spider in the playhouse. Staff go to the children to talk about what they have found. They offer a magnifying glass and suggest children look for other creatures. However, staff miss opportunities to extend children's learning further. They do not support children sufficiently so that they make the progress they are capable of.
- Staff generally get to know the children well. They develop effective partnership working with parents and carers. Staff regularly share information with them to support continuity of care. They provide parents with photographs of what their children have been doing at nursery via the online system. Some parents share information about what their children do at home.
- Children have some opportunities to become independent. Toddlers find their shoes after waking up from a sleep and bring them to staff. Older children develop their personal care skills, relevant to their age and ability.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not have effective procedures in place to ensure that staff keep their safeguarding knowledge up to date. Some staff are not fully aware of wider child protection issues, such as when children may be at risk of exposure to extreme views and behaviours. Staff have attended child protection training and recognise some signs of potential abuse and neglect. They know the appropriate action to take should they have any concerns about children's welfare, including how to report any concerns about management to the relevant agencies. The provider conducts appropriate checks to ensure staff's ongoing suitability.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an effective system of supervision to foster a culture of support, coaching, teamwork and continuous improvement	05/05/2020
ensure that opportunities for outdoor activities are planned and taken on a daily basis, with particular regard to babies and younger children	17/03/2020

ensure that all children are provided with challenging experiences, resources and activities that meet their individual needs, interests and stage of development	07/04/2020
improve staff's practice so that children receive consistently good-quality experiences that meet their individual learning needs.	05/05/2020

Setting details

Unique reference number	251804
Local authority	Suffolk
Inspection number	10125299
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 at time of inspection	0 to 7
Total number of places	20
Number of children on roll	44
Name of registered person	Tiddlywinks Nursery Felixstowe Ltd
Registered person unique reference number	RP905560
Telephone number	01394 274130
Date of previous inspection	19 September 2019

Information about this early years setting

Tiddlywinks Day Nursery registered in 2002. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the nursery. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The inspector had a tour of the nursery and made observations throughout the inspection of children's experiences in the nursery.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the manager and deputy manager.
- The inspector held a meeting with the nursery manager. She looked at a sample of the nursery's documents. This included evidence about staff's suitability and training.
- The inspector spoke to 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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