

# Inspection of Tiddlywinks Centre

7 Eastern Drive, Sheffield, South Yorkshire S2 3WP

---

Inspection date: 25 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have fun and their days at the nursery are busy. They are enthusiastic, energetic learners, who enjoy exploring and investigating. Staff at the nursery follow the interests of children. They adopt approaches that develop and instil a love of learning. Overall, children's individual learning needs are met with each child following a personalised and tailor-made day full of activities. Children enjoy role-play experiences, such as being construction workers, hairdressers, and dinosaur egg hatchers, which help to support many aspects of their learning. All children, including those with special educational needs and/or disabilities, feel safe, happy and confident. They take advantage of the garden space and enjoy the various areas that promote their learning and development. Often, activities explored by children continue between the indoor and outdoor environments. For example, seeing a squirrel in the garden leads to autumn discoveries in a curiosity tray indoors.

Children are confident to welcome visitors to their nursery. They happily share their experiences and want to draw them into their play. Children clearly understand the high expectations staff have of their behaviour. They are polite, helpful and kind. Children understand the need to take turns and share. They are praised for their efforts and behaviour, and this contributes to their confidence and self-worth.

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

- The manager and staff team create a warm and welcoming environment for the children and their families. The nursery has become a small community hub that supports the families and carers throughout their time in the nursery.
- The nursery set up initiatives to help parents and children throughout the COVID-19 pandemic. For example, play and stay sessions are helping children catch up on learning missed during the lockdown periods and to close any possible gaps in their development.
- Parents are quick to recommend the nursery. They appreciate the feedback staff give daily about the child's experiences and daily achievements. They find the activities the staff suggest that can be continued at home are easy and exciting to achieve. They appreciate the value of these joint activities.
- Staff make observations and assessments about each child's learning. Overall, these are used skilfully to create and design interesting and challenging activities that support children's learning, and to develop further their knowledge and understanding. For example, children's progress is tracked and any gaps are quickly addressed by including children in early intervention and catch-up schemes.
- Managers support the staff team well. They identify their needs and help them to access training. Staff are encouraged to take on responsibilities and roles that

enhance and ensure the smooth running of the nursery. Staff enjoy the high-quality training and qualifications that they achieve, which they share as good practice with each other.

- Children enjoy the experiences of staff playing alongside them. Staff are eager to become involved and share experiences with them. Bonds between the staff and the children are strong. This leads to a safe learning environment, where children are happy and feel secure. As a result, children settle quickly and make good progress during the time they spend there.
- Staff understand the importance of developing children's language and communication skills. A number of initiatives and plans are in place to support this development. This includes good support for children who speak English as an additional language. Staff carefully choose words that are significant to each child and supports their development well. This helps to develop children's knowledge and ensures their wishes and interests are understood. However, at times, staff are too eager and respond for children when they ask them questions. They do not always give them enough time to think about the answer and respond, to raise their communication skills even further.
- Staff are intuitive and want the best outcome for each child and for them to succeed to their full potential. However, occasionally, staff intervene too early and help children rather than giving them opportunities to persevere and do things for themselves. For instance, they roll out dough for children or put on their wellington boots.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff understand the need to keep children safe and work together to do so. They are able to expertly recognise the signs and symptoms that may indicate children and their families who are at risk of harm and understand the process to report these concerns to the relevant authorities. The manager has a 'safer recruitment' strategy to ensure all staff are suitable to work with children. Staff understand and follow the procedures set out in the safeguarding policy in the nursery. Staff undergo regular training and are aware of the steps needed to take should an allegation be made against a member of the team.

## **What does the setting need to do to improve?**

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

- use more effective methods of planning and teaching, in particular questioning techniques, so that the children's communication and language can be developed to a higher level
- develop more strategies that allow children to become even more independent in what they can do and achieve for themselves.

## Setting details

<b>Unique reference number</b>	EY304460
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10065776
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Tiddlywinks Centre
<b>Registered person unique reference number</b>	RP909295
<b>Telephone number</b>	0114 2531377
<b>Date of previous inspection</b>	9 July 2015

## Information about this early years setting

Tiddlywinks Centre was registered in 2005. The nursery employs 23 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 and above, including one with early years teacher status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. It also operates a holiday club during the school holidays for older children. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Creagh

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to several parents throughout the day and took account of their views.
- The deputy manager and the inspector undertook a joint observation together to assess the quality of education and discussed the impact this had on childrens' learning.
- The manager and inspector looked at a number of documents that ensured the suitability of all staff to work with children.
- The manager, relevant staff and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021