

# Inspection of Tiddlywinks Day Nursery (Kempston Rural) Limited

Church End, Kempston, BEDFORD MK43 8RH

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Inspection date: 21 January 2022

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

### **The provision is good**

The nursery is warm, bright and welcoming for all children. They enter the nursery happily and become quickly engaged in a wide range of activities. Children develop great friendships and actively seek each other out to play with. They have good relationships with staff. Staff are kind-hearted and nurturing as they help children to enjoy their learning and develop their confidence. Staff praise children when they give the correct answer or work out how to do something. This helps to boost children's self-esteem. Children demonstrate good behaviour. They are curious learners and benefit from the experiences available to them. Children concentrate on and explore activities for long periods of time.

Children gain an understanding of mathematical concepts during a range of activities. They use magnetic bricks to make 'long' snakes and then lie on the floor and measure themselves against the number of bricks. The children discuss who is the longest. Younger children work out how many toy animals they can fit in their boats before the shark gets them. While playing in the garden, children look for shapes within the environment. They look at the roof and spend time working out that it is a cone shape.

Staff share books effectively with all children. Younger children enjoy looking at a book about zoo animals. They guess what animal is in the picture, then lift the flaps to find out. Older children look at the toys in a story sack. Staff read through the story, stopping at different parts to ask questions about what animal will come next. Children guess which animal it might be, then find the matching toy from the sack. This helps to support children's literacy development.

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

- Parents are very happy with the nursery. They find all staff approachable and have good relationships with their child's key person. They feel the nursery provides a lot of information regarding their child's development. During the COVID-19 pandemic, the nursery staff remained in contact with all parents. Parents said they found this effective in supporting their children's return to nursery.
- All children make good progress. Those children with special educational needs and/or disabilities are supported particularly well throughout their time at the nursery. Staff are knowledgeable about child development, enabling them to help children learn. However, on occasion, staff do not always extend the abilities of higher achieving children.
- Children are independent throughout the day. Older children find their own names when they arrive. At mealtimes, children hand out the dinners to their peers, which they eat with knives and forks. Children can choose when to go out

into the garden. They go to the cloakroom and independently put on their 'wet suits' and wellies. Children talk about whether they need to wear their hats and gloves because it is so cold. This allows them to make decisions about their own needs.

- Staff encourage healthy lifestyles across the nursery. Children have the opportunity for fresh air each day, and learn how to wear the right clothing to ensure they stay warm. Recently, the staff introduced yoga sessions. They teach children about different breathing techniques. This helps to promote children's mental well-being. In the summertime, staff offer outdoor sport lessons. Children learn about getting their hearts racing. They have opportunities to learn about how to keep their teeth healthy, for example when the dentist comes to visit.
- Children develop good speaking and listening skills at the nursery. Staff talk to children at their own level and maintain eye contact. This helps to ensure that children concentrate on what is being said to them. Children sing songs throughout the nursery day, which encourages their language development. However, at times, staff do not introduce more complex vocabulary to extend children's learning even further.
- There are chances for children to take risks, both inside and outside. This includes balancing on beams and logs in the garden. While out on walks in the local area, children climb trees and explore the woodlands. Staff are always close by to support those children who need it.
- The managers have a clear vision for the nursery. They have a good understanding of their own improvement plans and are already taking steps to achieve their goals. The leaders provide staff with good-quality training and ensure this is up to date and relevant to the children in their care.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms of abuse and understand who to report their concerns to. Staff are confident in their knowledge of wider local issues and how to help children keep safe. They complete daily risk assessments to ensure the environment is safe for children throughout the day. All staff have paediatric first-aid training. Managers monitor the continued suitability of staff through frequent supervisions and staff meetings.

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

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

- support staff to develop skills to extend the learning of higher achieving children even further
- help staff introduce even more vocabulary into children's learning and play.

## Setting details

<b>Unique reference number</b>	EY493693
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10219451
<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>	2 to 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Tiddlywinks Day Nursery (Kempston Rural) Ltd
<b>Registered person unique reference number</b>	RP534910
<b>Telephone number</b>	01234 843132
<b>Date of previous inspection</b>	24 August 2016

## Information about this early years setting

Tiddlywinks Day Nursery (Kempston Rural) Limited registered in 2015. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including one who has qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lisa Smith

## Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of then nursery.
- The manager and the inspector completed a learning walk together of all the areas of the nursery and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- 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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