

Inspection of Tiggywinkles Pre-School and Playgroup

Joydens Wood Community Centre, Birchwood Drive, Dartford, Kent DA2 7NE

Inspection date: 24 January 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their play and learning experiences, have fun at this setting and make friends. They settle well to their chosen activity and select from the resources that staff provide. Staff plan the environment based upon children's learning needs and interests. This enables all children, including those who are new to the setting, to feel at home and at ease with the familiar toys. Children thoroughly enjoy outdoor play. They relish the opportunity to expend their energy, for example when playing games like 'What's the time Mr Wolf'.

Children learn about managing feelings and how to be kind and supportive of others. They discuss with staff what to do if someone falls over and how to care for them. Children then use this knowledge in their play. For example, when a child dropped their doll, they immediately picked it up and gave cuddles, making sure that it was not hurt. Children behave well and are learning how to share and take turns under the effective guidance of the well-qualified staff team. For example, staff offer simple explanations about how children can resolve their disputes. This enables any incidents to be brought to a swift and amicable conclusion and helps children to begin to understand how to manage their own behaviour.

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

- Staff plan activities and support children's learning based upon what each child needs to learn next, or the skills they need to practise. Children gain skills across the areas of learning and readily show this as they play. For example, when drawing round their feet with chalk, children spontaneously and correctly comment that the adult's foot is bigger than theirs.
- Partnerships with parents are good. Staff found alternative ways to maintain contact with children during the pandemic. For example, they provided recordings of story sessions for children to watch. Parents comment highly about the setting, saying that they would give it 'five out of five'. They feel that their children have developed good levels of confidence and have improved their communication skills.
- Children have a good understanding of routine tasks, such as finding their names to peg on to the line at snack time. However, staff do not always give children a warning when there is going to be a change in the session, such as coming together for a group time. This means that some children's play is brought to a sudden end, and they are unable to conclude their learning.
- Children receive effective support to encourage their communication and language skills. For example, staff help them to recall the food items from the story they have read. Children then agree that they would like to smell some of the foods. This then turns into planning for an activity the next day for them to be able to do so. This shows that staff value children's views and opinions.

- Staff actively seek support for children with special educational needs and/or disabilities. This enables early diagnosis and support plans to be implemented without delay and for gaps in learning to close swiftly. Staff use additional funding that children receive successfully to support each child's individual needs.
- The manager and staff continually review their practice to highlight areas where they can make well-targeted improvements. Staff receive good levels of training to build on their professionalism and increase their knowledge. This training enables staff to support the individual needs of children.
- Staff are fully supportive of children who may become upset, and quickly offer warm cuddles and soothing words. However, occasionally they are slightly less aware of children who are quieter and may not focus on activities. This means that some children do not always have as many opportunities for the good-quality interactions with staff as others.
- Children learn about similarities and differences. They share photographs of their family members with each other. Staff include activities in their planning to increase children's awareness of cultures and heritage. This enables children to begin to understand the beliefs and practices of others and to be inclusive.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection, including the wider aspects of safeguarding. They complete regular training to keep their knowledge up to date with cultural practices and changes in government guidance. Staff understand the importance of making prompt referrals should they have any concerns about a child and are fully aware of their local procedures to follow. This helps to support children's well-being. The provider follows safer recruitment procedures to make sure that staff are suitable to work with children. Staff regularly review risk assessments and take prompt action to minimise any hazards to keep children safe.

What does the setting need to do to improve?

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

- improve how changes in the daily routines are managed, to enable children to conclude their chosen play and to minimise the disruptions to their learning
- build upon staff awareness of those children who may not seek out staff, to enable them to have the same opportunities for interactions and further increase learning experiences.

Setting details

Unique reference number	151508
Local authority	Kent
Inspection number	10220446
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	25
Name of registered person	Hush, Susan
Registered person unique reference number	RP907901
Telephone number	07867 523545
Date of previous inspection	1 February 2017

Information about this early years setting

Tiggywinkles Pre-School and Playgroup registered in 2001 and operates from Joydens Wood Community Centre in Dartford, Kent. The pre-school is open Monday to Friday from 9am to midday, during term time only. There are five members of staff, all of whom hold appropriate childcare qualifications. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Penticost

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 provider and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the provider, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.

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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