

Inspection of Tiddlywinks Pre-School

The Village Hall, Leicester Road, Leicester, Leicestershire LE7 9DB

Inspection date: 23 June 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 excitedly arrive at the pre-school; they enter with confidence as they say hello to staff and wave to visitors. Children demonstrate a sense of belonging. They independently find their own coat peg and hang up their belongings. Children select their name for self-registration and quickly engage in their chosen activity. They take part in a registration session as they sit on the carpet and sing a 'hello' song to their friends. Staff ask children about the weather. Children say, 'it's sunny', and know that they need their sun cream and hats for outside play.

Children develop a love of books and select a book to take home and share with their family every week. Story sessions are part of the pre-school routine. Staff explain to children the expectations for their behaviour to prepare them ready for their transition to school. For example, they remind children to use their listening ears, to put up their hand if they want to say something and to take turns in conversation. Staff skilfully use books to support children to think about their feelings and emotions. Children relate to the coloured monsters in a familiar story. They say, 'I am a yellow monster, because I am happy'. Children's learning is extended by discussing what makes them feel happy, sad or excited. In turn, children use facial expressions to communicate how they feel.

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

- Staff find out about the experiences children had before they attend the pre-school to support them with their future learning. For example, staff have identified that during the COVID-19 pandemic some children spent less time participating in group activities. As a result, staff hold daily social communication sessions. A sports coach and dance instructor also attend the pre-school weekly. These activities support children to be physically active, to be confident in new situations and to develop social skills.
- Overall, children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator is knowledgeable in her role. Any gaps or concerns about children's development are shared with parents. If necessary, referrals are made to other agencies. Although staff are aware of the current targets for children with SEND, they do not consistently liaise with other professional agencies involved with the children.
- Mealtimes are a social occasion at the pre-school. Children behave well and use their manners. They discuss healthy foods in their lunch box and know to eat good foods before any treats. Children have individual place mats with photographs of their family. Staff use their interactions with children to help promote diversity in the group. They prompt discussions about family differences and the community in which the children live. Children have opportunities to be independent, for example, they wash and dry up their snack plates and cups.

Children show confidence in completing this task, working cooperatively with their peers.

- Children have plentiful opportunities to be physically active. They enjoy their time outside in the well-resourced space. Children line up and take turns to negotiate their way across a course made of crates. They use their throwing and coordination skills to get a ball into a basket. Furthermore, all children participate in the pre-school sports day. Parents gather to watch the children show off their physical skills. They steer wheelbarrows around cones, collecting pom-poms and racing their friends to the finish line. Children show pure delight as they reach the end of the race.
- Parents speak highly of the pre-school and say they do not want their children to leave. They share that communication is strong and staff have supported families through difficult times. Parents comment on the progress that their children have made during their time at the pre-school. That said, staff do not provide parents with clear information about their child's next stage of learning.
- Overall, children's language development is well supported, for example, children participate in communication group time. They are encouraged to use their language skills during the activity. Staff repeat words and model language using correct pronunciation. That said, during some activities, staff do not always allow children time to think and respond to questions.
- Staff attend regular supervisions with the managers. They use this time to discuss their well-being, training and targets. Staff recently attended sign language training. This skill is being used to support children's communication development. Staff comment that they feel well supported and love working at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff attend regular training to help them understand their duties in relation to safeguarding children. They know the signs and symptoms which might suggest that a child is at risk of harm. Staff know the procedure to report concerns about a child's welfare. This includes reporting any allegations made against a colleague. Staff have received appropriate first-aid training so that they can respond in the event of an accident or medical emergency. They record any injuries that children arrive with and seek explanations from parents as to the cause. Staff make sure the premises are secure so children cannot leave unsupervised, and no unauthorised visitors can gain entry.

What does the setting need to do to improve?

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

- strengthen the communication with other professional agencies to ensure

children with SEND reach their full potential

- improve strategies for sharing information with parents so they are clear about what their child's next stage of learning is
- allow children more time to think through their ideas and responses to questions they are asked, to maximise their learning.

Setting details

Unique reference number	EY478564
Local authority	Leicestershire
Inspection number	10236384
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	2 to 4
Total number of places	24
Number of children on roll	24
Name of registered person	Tiddlywinks Pre-School Partnership
Registered person unique reference number	RP533753
Telephone number	07960298751
Date of previous inspection	22 September 2016

Information about this early years setting

Tiddlywinks Pre-School registered in 2014. The pre-school employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. There are also volunteers who help on a regular basis. Sessions are held Monday, Tuesday and Thursday, from 8.15am until 4pm, and also on Wednesday from 8.15am until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelly Langley

Inspection activities

- This was the first routine inspection the pre-school 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 her evaluation of the pre-school.
- The inspector and the manager completed a learning walk together. The inspector spoke with the manager and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- 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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