

Inspection of Tiddlywinks

22 Sylvia Avenue, Birmingham, West Midlands B31 3LE

Inspection date: 18 August 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this inspiring and innovative nursery. They form strong relationships with peers and staff, which supports them to feel safe and secure. All children are highly engaged in the enticing activities and awe-inspiring opportunities they are introduced to. Children enjoy learning about the life cycle of a caterpillar and shout and jump with excitement when they watch as their butterflies are released and fly away. Opportunities for children to develop independence are in abundance. For example, children wash their own hands, hang up their own coats, take off and put on their shoes and put away work in their own drawers. Children develop their physical skills exceptionally well. They laugh with delight as they access the vast range of climbing equipment the nursery has to offer.

Behaviour in this nursery is exemplary. Children use manners, share and take turns consistently well. Children are taught to respect and listen to each other's thoughts and opinions. Opportunities for children to develop their speaking skills are outstanding. Staff take the time to ask a range of challenging questions and listen to children's responses individually. This supports children to confidently use the new and challenging vocabulary they are exposed to during their play.

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

- Children make excellent progress from their starting points. The manager and staff work closely with parents to find out what children know and can do when they start at the nursery. Staff use a highly effective assessment process to find out what children need to learn next and plan engaging and exciting activities that draw on children's interests.
- The manager and staff plan an awe-inspiring curriculum that engages and excites all children. They set ambitious goals for all children and understand that every child is unique. Staff are flexible with planning, and they strive to individualise these plans for each child, in order to personalise their learning experiences.
- The key-person system is outstanding. Staff know their key children extremely well and are highly attuned to children's individual needs. They use their knowledge of children to break the curriculum down into small steps that challenge and extend learning, which means children make rapid progress.
- Staff place a high priority on promoting British Values, such as tolerance and respect. They teach children about similarities and differences in themselves and others. Children learn about a vast range of cultural celebrations, which supports them to understand and appreciate that our differences are what make us unique.
- The manager is highly reflective. She strives to make unlimited improvements to

the setting in order to provide children with the best possible learning experiences. The manager places a high emphasis on training. Staff receive regular and relevant training that enables them to fulfil their duties exceptionally well. The manager ensures her staff are consistently happy and confident in their roles so that children receive the highest-quality provision. She provides regular opportunities for staff to meet and discuss areas for development, providing staff with the opportunity to put forward ideas that meet their key children's needs.

- The transition process is exemplary. Rigorous settling-in procedures ensure that children settle quickly into the nursery. Staff work tirelessly to support children to transition when they progress into different groups.
- The process for supporting children with special educational needs and/or disabilities (SEND) is exceptional. The manager uses her expert knowledge of SEND to put into place timely and effective support. She communicates with a range of external services to ensure staff receive the knowledge and strategies to support all children to learn and develop.
- Parent partnerships are exemplary. Parents praise the manager and staff highly. They say that the regular communication they receive is outstanding and supports them to continue with children's learning at home. They say that children have excelled in the speech development since starting at the nursery.
- Parents speak extremely highly of the support they receive. They say that the staff are friendly, approachable and go above and beyond to support children and families, particularly when they are going through difficult periods.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to protect children from harm. All staff know the signs and symptoms that are potential indicators of abuse. They demonstrate a robust knowledge of the procedures they must follow if they have a concern about a child's welfare. Staff know the procedures to follow should a concern arise about the conduct of a colleague. Robust recruitment procedures are followed to ensure the suitability of staff to work with children. Health and safety is a high priority in the nursery. Staff meticulously check the environment to ensure it is safe and secure for children.

Setting details

Unique reference number	509315
Local authority	Birmingham
Inspection number	10116267
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	20
Name of registered person	Emeny, Susan
Registered person unique reference number	RP513129
Telephone number	0121 476 2793
Date of previous inspection	5 February 2015

Information about this early years setting

Tiddlywinks registered in 1991. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 2, 3, 5 or 6. The nursery opens from Monday to Friday, 48 weeks of the year. Sessions are from 8am until 4.30pm on Monday to Thursday and from 8am to 4pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 manager and the inspector conducted a learning walk and discussed the nursery's curriculum and what they want their children to learn.
- The inspector held discussions with the manager of the nursery to discuss how the setting is organised. The inspector looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The manager and the inspector carried out a joint evaluation of an activity. The inspector observed the quality of teaching throughout the inspection and discussed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views on the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022