

# Inspection of Tinkerbells Day Nursery

41 Beech Grove, Ashton-on-Ribble, Preston, Lancashire PR2 1DU

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Inspection date: 21 September 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**

Children are happy and enjoy their time at the busy nursery. Children show that they feel safe as they greet staff with hugs. Babies who are new to the nursery quickly build strong bonds with staff.

Children understand what is expected of them at the nursery. They understand the routines of the day and follow the rules. For example, older children make 'pre-school promises', such as to have 'kind hands'. Staff are respectful and are good role models for children. Children behave well.

Children demonstrate positive attitudes towards their play and learning. They are keen to join in with planned activities but are also happy to lead their own play. Children choose from the wide range of interesting resources on offer, which are appropriately challenging for each age group.

Children's physical development and overall well-being are well supported. Children look forward to playing in the outdoor area each day. They laugh with their friends as they spray hosepipes. Staff encourage children to climb in and out of tractor tyres and to balance on low wooden beams. Children benefit from the fresh air and exercise.

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

- Leaders strive to continually improve the children's experience of nursery. They evaluate the provision regularly. Leaders identify areas for improvement and make changes that have a positive impact on children.
- Staff supervisions are used effectively to identify training needs. Training is targeted to benefit children. For instance, staff have completed training on supporting children's speech and language skills. Leaders are mindful of staff's well-being.
- Staff use assessment effectively to monitor what children know and can do. They know children well and plan for their learning, taking account of individual interests. Staff ensure that children's prior learning is embedded before moving on. Children make good progress in their learning.
- Children who receive additional funding and children with special educational needs and/or disabilities are well supported. Staff understand and meet children's individual needs. Leaders liaise with other agencies to ensure that children have access to appropriate support. Funding is spent on training and resources to benefit children's specific needs.
- Leaders and staff promote a love of reading. Staff read to children, and children also choose to look at books by themselves. Children enjoy visits from the mobile library and take books home to share with parents. Children are chatty

and confident. Their language and literacy skills are well promoted.

- Children learn about shape and colour from the youngest age. Some older children build on their numeracy skills through their play. However, the curriculum for mathematics is not yet consistently implemented throughout the provision. This hinders children's ability to build strong foundations in their early understanding of numeracy.
- Building children's independence skills is a real strength of the nursery. From the earliest age staff encourage children to complete tasks for themselves. Staff seamlessly build on children's skills. For example, two-year-old children serve their own food, and pre-school children wash their own plates after lunch. Children learn important life skills.
- Children's emotional literacy is promoted effectively. Staff encourage children to talk about and understand their feelings. They sensitively step in to support children when frustrations occur, helping them learn to resolve disputes calmly.
- Children learn about the customs and celebrations of other cultures. They learn some words from other languages, such as Polish and Lithuanian, which their friends speak at home. Children who speak English as an additional language are supported to learn and play in their home language as well as in English. Children begin to appreciate our diverse world.
- Partnerships with parents are strong. Parents are encouraged to share experiences from home using the online application. Staff share information with parents about what their children are learning at nursery. Parents feel involved in their children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a sound understanding of safeguarding policy and practice. They understand indicators of abuse and know the procedure to follow if they have a concern about the welfare of a child. Leaders and staff understand current and local safeguarding issues, such as county lines and 'cuckooing'. They understand how to keep children safe from radicalisation and extreme views. Staff teach children about potential dangers on the internet. Children begin to learn how to keep themselves safe online. Staff also share this information with parents to further ensure children's ongoing safety.

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

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

- develop the curriculum for mathematics and implement it consistently to further support children's understanding of numeracy.

## Setting details

<b>Unique reference number</b>	EY103941
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10234618
<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 3
<b>Total number of places</b>	64
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Tinkerbells Nursery Limited
<b>Registered person unique reference number</b>	RP530576
<b>Telephone number</b>	01772 726 154
<b>Date of previous inspection</b>	22 December 2016

## Information about this early years setting

Tinkerbells Day Nursery registered in 2002. The nursery employs 13 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and three at level 2. The manager holds an appropriate level 6 qualification. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Johnson

## 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 completed a learning walk together of all areas of the nursery and discussed the early years curriculum with room leaders.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The nominated individual spoke to the inspector about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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