

Inspection of Tiddlywinks Nursery School (Chad)

Tylon House, Chadderton Park Road, Chadderton, Oldham OL9 0PA

Inspection date: 16 November 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 arrive happy and willingly separate from their parents. They settle quickly as they are welcomed eagerly by staff. As a result, children appear content, safe and secure in the nurturing environment. Staff promote positive behaviour well. They are good role models and continually promote the nursery's 'golden rules'. For instance, younger children are given gentle reminders not to run indoors, and older children understand the need to be kind to their friends. This helps to support children in having a good understanding of rules, boundaries and the need to have good morals and values.

Children engage in stimulating activities that capture their attention and spark their curiosity. For example, younger children explore with sand. They show great focus and determination as they scoop it up and carefully transport it across the room. Older children explore with mud. They work together to get the consistency right so that they can mould and press it. By working together, they come to the conclusion that adding more water will make it soft for them to create a 'cake'. This helps to support children's social and critical-thinking skills.

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

- The managers have a clear vision for delivering high-quality care and outcomes for children. Staff are happy and feel well supported. They have regular supervision meetings and attend training sessions and workshops. This supports staff's ongoing professional development and helps them to develop their skills to raise standards in the nursery.
- Generally, children are making good progress. Managers and staff provide a curriculum that focuses on their understanding of children's development and what they need to learn next. Children invite staff into their play. They interact well and offer children support and guidance. This helps to extend children's concentration and engagement. However, at times, during adult-led activities, some staff do not always differentiate their teaching to meet all children's individual learning needs. This results in some children not being sufficiently challenged.
- Staff provide a caring and nurturing environment that supports children's emotional needs well. For example, younger children sit comfortably with staff and are offered lots of hugs. Other children take themselves off and snuggle into cushions. Older children benefit from perfectly created, calming spaces. This allows children the opportunity to regulate their emotions and feelings.
- Overall, children's communication and language skills are promoted well. Staff continually speak to children, provide additional words and ask them questions. Occasionally, however, some staff do not model the correct pronunciation of words and reference to items that children then repeat. At these times,

children's emerging vocabulary and language are not supported to the highest level.

- Partnerships with parents are good. Information is gathered about the child's likes, dislikes and interests. This helps staff to support children's development and care needs when they first start. Parents state that they feel well informed about their children's development and what they do each day at the nursery. Furthermore, parents have access to an online programme that provides additional learning activities and ideas to help extend children's learning at home.
- Children learn about the importance of leading a healthy lifestyle. They carry out good hygiene practices and are provided with nutritious meals. Furthermore, children run around and take part in fun extracurricular rugby sessions. This helps to promote children's health, physical development and well-being and prepares them for school.
- Staff competently incorporate mathematics throughout daily activities. For example, younger children sing number rhymes. Older children count in sequence and play games, such as 'what's the time, Mr Wolf?' This supports the development of their early mathematics skills well.
- Children with special educational needs/or disabilities (SEND) are supported well. Staff work closely with parents and other professionals to provide individual focused targets that will support their additional needs. As a result, children with SEND are making the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend safeguarding training and understand their role and responsibilities to keeping children safe from harm. Staff have a secure understanding of the policies and procedure to follow if they have any safeguarding concerns. This includes the procedure to follow in the event of an allegation against a member of staff. The premises is safe and secure. Risk assessments are carried out, and any potential risks or hazards identified are promptly removed. Staff are deployed effectively, and ratios are maintained throughout the day.

What does the setting need to do to improve?

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

- continue to develop the implementation of the curriculum, particularly during adult-led activities, to target teaching more precisely and to offer all children appropriate levels of challenge
- review the way children's speech and pronunciation of words are supported, to further support children's vocabulary and emerging language.

Setting details

Unique reference number	EY550847
Local authority	Oldham
Inspection number	10262248
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	0 to 10
Total number of places	86
Number of children on roll	115
Name of registered person	Tiddlywinks Nursery School (Chad) Ltd
Registered person unique reference number	RP550846
Telephone number	0161 620 0002
Date of previous inspection	22 November 2019

Information about this early years setting

Tiddlywinks Nursery School (Chad) registered in 2017. It employs 20 members of childcare staff. Of these, 16 hold relevant childcare qualifications at level 2 or above. The nursery opens all year round, with the exception of bank holidays. It operates Monday to Friday, from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kellie Lever

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The area manager, the manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 inspector carried out joint observations of a group activity with the area manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at key documentation on request.

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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