

Inspection of Tiddlers Nursery

Beacon Academy, Green Lane, CROWBOROUGH, East Sussex TN6 2DY

Inspection date: 4 January 2023

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 are confident, content, busy and happy. They happily explore the play environments, both indoors and outdoors, moving equipment from inside to outside to extend their experiences. They develop close relationships with established staff. Staff know families well, developing reassurance and bonds with families over the years, due to providing consistent care for siblings.

Children show an increasing positive attitude to their learning. They are eager to participate in adult-led activities, to discover new skills. They question new situations, showing intrigue as to how things work and to solve problems. For example, they roll cars through large tubes to see where they go to and which one goes the furthest.

Children's communication and speech is continuously promoted throughout their time in the setting. Staff talk constantly to the children using effective questions to support their curiosity and thirst for knowledge. Staff support babies' babbling by using repetitive sounds and songs. Staff use repetitive stories and rhymes to introduce new vocabulary to increase children's speaking skills. Children show confidence to express their needs through words, gestures and expressions.

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

- Children learn to use new skills to develop their independence. They help to clean the tables for lunch and snack time, developing an understanding of hygiene and cleanliness as part of their routine. They learn to put on their coats for outside play, using trial and error to work out the best way to do this themselves.
- Staff are eager to develop their professional knowledge. They attend training as a team and as individuals, sharing their new found knowledge to develop their practice. However, staff do not consistently show a confident use of their knowledge of individual children and how they learn best to enhance the learning opportunities for children's ongoing progress.
- Children show an increasing enjoyment through imaginative play. They act out experiences they have seen with their parents, at home and with staff in the setting. Staff introduce concepts into their role play that they may not always experience. For example, they use money to buy food at the supermarket. However, children have limited support to express themselves through different creative materials or to use their individual imagination to create with paint and other materials.
- Children behave well towards their peers and the staff. They show respect and care towards younger children, helping them, supporting them and learning to play in a gentle manner. They show affection towards their special friends,

hugging and cuddling them when they arrive. Children listen to staff instructions to support their cooperation and negotiation in their play. This helps to support their readiness for school.

- Staff work effectively with other professionals to support children with special educational needs and/or disabilities (SEND). They use information well and adapt the environment to promote an all-inclusive setting. This helps to welcome all children regardless of their abilities, knowledge and backgrounds.
- Parents make positive comments about the care and learning children receive from the setting. They talk about the support they gain towards children's learning at home and their ongoing development. Parents talk positively about the transition made to school. They feel that their children at school excel using the skills they acquired in the setting.
- Toddlers gain reassurance to make the move to their next place for learning. Staff provide opportunities for young children to engage with older children during outdoor play and group activities. For example, babies and toddlers join older children for song time, sitting on their key person's lap learning the songs with actions. Babies and toddlers have lunch with older children and staff, developing friendships and bonds with them to make the transition to the larger playroom easier.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of how to protect children from harm. They attend regular training and update their knowledge through information from the local authority. Staff have access to written information to enable them to report concerns to the relevant agencies. Staff know the signs and symptoms of child abuse. Children play in a safe and secure environment. They safely explore both indoor and outdoor environments to extend their play independently. Children understand the need to assess their own safety, tucking chairs in under tables and picking toys up off the floor to keep walkways clear of hazards.

What does the setting need to do to improve?

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

- develop staff's confidence to use their existing knowledge and understanding of how children learn to enhance children's ongoing development to their full potential
- provide further opportunities and materials for children to freely design, create and use their imaginations using different materials and media.

Setting details

Unique reference number	EY406445
Local authority	East Sussex
Inspection number	10262938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	34
Number of children on roll	49
Name of registered person	Tiddlers Childcare Limited
Registered person unique reference number	RP910990
Telephone number	01892 611887
Date of previous inspection	11 April 2017

Information about this early years setting

Tiddlers Nursery registered in 2010. It operates from a building on the campus of The Beacon Academy in Crowborough, East Sussex. The nursery opens from 8am to 6pm, on Tuesday, Wednesday and Friday, and 8am to 5pm on Monday and Thursday, for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs seven staff, all of whom, including the manager, hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Claire Parnell

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 group activities with the manager.
- 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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