

Inspection of Tiddlywinks Playgroup

St Albans Church, Princes Road, Romford RM1 2RD

Inspection date: 1 March 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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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 inadequate

Children's welfare is compromised because staff do not have a good knowledge of safeguarding. Children do not receive the level of education to which they are entitled. Although children are content to play with the toys available, staff are not clear about what each child should be learning and whether it supports their individual interests. Some staff do not always interact purposefully enough with children to promote their focus on learning. They do not consistently understand how to extend children's learning beyond what they already know and can do.

Children appear happy at the setting. They are provided with reassurance and cuddles from the staff. However, when children tell staff that they are feeling 'sad', staff respond by telling them they are happy. This stops children from having the confidence to express themselves, or learning how to regulate their emotions.

Children access a suitable range of resources. They enjoy being in the role-play area, pretending to iron their clothes, and like dressing up. Children develop their physical skills as they practise climbing and balancing on the large apparatus, both inside and outdoors. They enjoy participating in a gymnastic session where they learn to stretch and move their bodies in a range of ways.

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

- Teaching is weak. Staff interrupt children's play to complete activities that are uninspiring. For example, they ask children to make flowers for St David's Day. Staff tell children what to make and how to make it. When children say they have made a 'spider's web', staff tell them they have made a leaf, which does not support children's personal development and stems their creativity.
- Daily routines often disrupt children's learning. For example, staff ask children to wash their hands ready for snack. However, children wait for long periods of time while each child washes their hands before they are given their snack. They then have to wait until everyone is finished before they can play. Some children sit for 30 minutes at the snack table. During this time, staff do not engage with them, which leads children becoming disruptive because they are bored.
- Staff say they feel that the provider is approachable and supportive. However, they have not had any training or coaching to develop their teaching skills and support their practice further. The provider has failed to ensure staff have the knowledge and understanding required so that children receive a good-quality early years experience.
- The curriculum is poorly designed and implemented. Staff do not challenge children to learn something new, prohibiting their good progress. Staff do not understand the learning intent or how to extend children's learning further. For example, children build with sand and bricks, and explain they have made

'cement'. Staff briefly engage with children but do not show interest, demonstrating that they do not value children's ideas. While staff understand the importance of challenging children, they do not help children to gain the skills needed to support the next stage in their learning.

- Children with special educational needs and/or disabilities receive appropriate support. For example, the provider liaises with parents and other professionals to discuss the next steps in children's learning.
- Parents say that they are happy with the care their child receives. Staff gather some information from parents about their children's care needs. Parents say the welcoming, kind and polite staff are approachable and support children well. They comment that their children are excited to come into the playgroup and have progressed in their speech, confidence and social skills since starting.
- Children are developing their independence. They pour their drinks and put their jackets on. Staff support children with toilet training.
- Children like being in each other's company. Together, they enjoy using hammers to break the ice to free the animals inside. When they are successful, children say, 'I break the ice!'.

Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding lead practitioner has not attended training to ensure they can provide advice and support to staff. Staff have not had any recent training on child protection and their knowledge of safeguarding is limited. Some staff do not know about radicalisation and county lines. In addition, a clear safeguarding policy is not in place, and records relating to safeguarding concerns are not kept appropriately. This means children's welfare is not assured. Staff know about some signs and symptoms of abuse. They are aware of how to report any concerns to management if they had concerns about a child or an adult working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement a safeguarding policy that is in line with the guidance and procedures of the local safeguarding partnership	30/04/2023
ensure the safeguarding lead practitioner attends a child protection training course	30/04/2023

train staff to ensure they have an up-to-date knowledge of safeguarding issues, including the 'Prevent' duty and county lines	30/04/2023
maintain appropriate records to ensure the safe and efficient running of the setting, and so that children's needs are met	30/04/2023
put in place appropriate arrangements for the supervision of staff, providing support, coaching and training to ensure children receive a good-quality learning and development experience	01/06/2023
ensure that staff have appropriate professional development opportunities to improve their knowledge and understanding of how to provide a well-designed curriculum for children	01/06/2023
develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress.	30/06/2023

Setting details

Unique reference number	EY232044
Local authority	Havering
Inspection number	10276343
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	1 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Kiani, Audrey Helen
Registered person unique reference number	RP513486
Telephone number	07960 268 889
Date of previous inspection	12 July 2017

Information about this early years setting

Tiddlywinks Playgroup registered in 2001. It is situated in Romford, in the London Borough of Havering. The playgroup is open Monday to Thursday from 8am until 6pm, and on Friday from 8am until 3pm, during term time only. It employs 10 members of staff. Of these, seven hold early years qualifications at level 3 and the manager holds qualified teacher status. The playgroup receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Stef Montgomery

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 to discuss the areas of learning, their curriculum and what they want children to learn, both inside and outdoors.
- The inspector carried out a joint observation of a group activity with the manager.
- Children spoke to the inspector about what they enjoy doing at the playgroup.
- Parents spoke to the inspector and she took account of their views of the playgroup.
- The inspector looked at relevant documentation, including the first-aid certificates of staff members.

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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