

Inspection of Tiddly Winks Nursery

Emlyn Road, Redhill RH1 6EP

Inspection date: 15 March 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children are valued and celebrated as individuals. Staff recognise children's talents, building these into the curriculum superbly. Children who excel at dancing regularly delight in dressing up and performing for others. Staff nurture children's imaginations and celebrate their creations of 'alien apple' pictures as they display them for all to see. Children have exceptionally high levels of confidence. As nursery committee members, they share their opinions on what they would like to experience each day.

Children benefit from exemplary teaching that develops their vocabulary rapidly. Younger children explore well-known stories together. Staff gain their attention superbly, inviting them to select and name hidden toy animals, which later appear in the story. Children listen with excellent levels of attention for their age as staff read animatedly, simultaneously accompanying words with sign language. Children excitedly use new vocabulary, saying, 'A long neck' and 'A snake', which staff repeat in simple sentences to extend their language further.

Staff help children to feel safe. Young children hold up their arms and benefit from swift attention from their key person to comfort them when they feel tired. Staff expertly weave children's home languages into their interactions with toddlers, which brings through a familiarity from home to help children feel secure.

Children react impressively to the high expectations of staff. For example, they respond to singing to indicate transition times. Younger children listen and respond to gentle guidance and explanation of why they need to sit in a group. Older children demonstrate equally excellent attitudes, taking the initiative to select their own snacks and then tidy away afterwards.

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

- Leaders are inspirational. They precisely evaluate practice and are determined to provide the best possible experiences for children. This is demonstrated by their review of routines. For example, through evaluation, leaders recognised that by following daily routines, children's learning was being repeatedly interrupted for whole-group times, such as for directed teaching and mealtimes. They reviewed this with staff, and children now play with limited interruption, transitioning to outdoor play and enjoying sociable lunchtimes in small groups with their key person. This contributes to their excellent levels of engagement and attitudes to learning.
- Leaders ensure there is a clearly sequenced curriculum. All staff implement this consistently in each age range. Staff promote the ultimate aim of children being able to express themselves confidently in back-and-forth interactions with

others. They successfully integrate sign language alongside the spoken word in all communication. This is highly effective in supporting all children's speech and understanding. For example, children move from babbling, to using single words with signs, to holding lengthy conversations with others about what might happen in their experiments.

- Staff demonstrate an exceptional understanding of how to support children's behaviour. They are particularly effective at helping children to learn to manage their feelings and emotions. For instance, staff organise the environment to provide spaces that children can independently access if they are encountering difficulties. Staff draw on a range of resources, such as books and sensory toys, to support children to process their emotions at these times. This is particularly successful at supporting older children affected by having limited social interactions during the COVID-19 lockdown periods.
- Leaders address gaps in children's learning at the earliest opportunity. For instance, following COVID-19, staff reported that children's pronunciation of words was below the expected level. Leaders promptly arranged training to help staff deliver targeted interventions and provide parents with ways to support this at home. This was highly effective at helping children to make accelerated progress.
- Leaders have incredibly high aspirations for children with special educational needs and/or disabilities (SEND). They identify their needs swiftly, involving professionals such as paediatricians and local authority specialists. Staff follow their advice immediately, implementing it in each room for consistency. For instance, staff complete specialist training and go on to use strategies, such as visual supports, exceptionally well to help children understand instructions. Children with SEND are fully included and make the best possible progress.
- Children develop an excellent understanding of themselves and respect for others through exciting first-hand experiences. Staff use the information they gather about children as a starting point for meaningful learning. For example, some children learn about the Irish heritage of their peers as they read stories about St Patrick. Other children learn from nursery families how they celebrate Diwali. They look at photographs, dress in traditional clothing and follow home routines, such as cleaning before they make and taste traditional sweets. Staff are mindful to replicate learning to reflect children's experiences accurately. For instance, children make colourful rice patterns on the ground to welcome good luck into their room.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding leads, have a secure knowledge of signs and symptoms of abuse and the safeguarding issues that they need to be alert to in their local area. They know how to raise concerns about children's welfare or staff practice, and are familiar with local safeguarding partnership procedures. Managers monitor children's attendance and follow up any potential concerns to keep children safe. They ensure that staff suitability is thoroughly

checked for any new staff who are appointed and they follow processes to check the continued suitability of those already employed.

Setting details

Unique reference number	122626
Local authority	Surrey
Inspection number	10276586
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 4
Total number of places	89
Number of children on roll	123
Name of registered person	Tiddlywinks Nurseries Limited
Registered person unique reference number	RP518131
Telephone number	01737 218427
Date of previous inspection	24 July 2017

Information about this early years setting

Tiddly Winks Nursery registered in 1989. It operates in Redhill, Surrey. The nursery is open between 8am and 6pm each weekday, throughout the year. The provider employs 31 staff. Of these, 19 staff hold qualifications at level 3 and above. The nursery accepts funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents talked to the inspector and their views were considered.

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 2023