

Inspection of Thames Tiddlers Nursery

Shooters Hill Post 16 Campus, Red Lion Lane, Woolwich, London SE18 4LD

Inspection date: 22 March 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 settle well. Staff create a warm and caring atmosphere. Young children engage as staff talk to them enthusiastically. Older children express their confidence as they ask questions and speak to staff. This demonstrates that children feel secure. Children have a wealth of opportunities to develop their physical skills through active play. They delight in running and riding bicycles and pushing diggers outdoors. Children enjoy regular sessions at the nursery's forest school as they manage risks, for instance as they climb trees. Babies enjoy developing their physical skills as they climb to slide down the wooden slide, others gain confidence using push-along toys to practise walking in the enclosed garden.

Children develop a range of skills and knowledge through play. They use a range of tools to make volcanoes and moons from clay. Adults teach children how to manage their own risks through discussions. Adults have high expectations of children and their abilities. They attentively encourage children to keep trying and support them to use their developing language to resolve minor conflicts. Children behave well. They are supported well to become independent; for example, children remove shoes to play in the indoor sandpit and serve their own meals. Children with English as an additional language and special educational needs and/or disabilities (SEND) are supported very well by staff.

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

- The well-thought-out curriculum is designed to inspire children to learn. Staff follow children's ideas and interests as they plan activities. Staff revisit previous learning to support children to make connections, know and remember more to consolidate their ideas. The support for children with SEND is strong, with those children with more complex needs receiving individual support. Therefore, all children including those with SEND make good progress from their starting points.
- Children's communication skills are encouraged throughout the nursery. For instance, staff use single words with babies, and use repetition effectively. Older children are confident communicators. As their language develops, children are able to ask for help when needed and initiate conversation with their peers and staff. Pre-school children learn new words as they talk about their current interests of volcanoes and dinosaurs, eagerly describing differences between 'herbivores' and 'carnivores' in their play.
- Children have dedicated 'project rooms' within each of their rooms to enhance their creativity and share their ideas. For instance, babies have been learning about the moon in their favourite story. Toddlers have enjoyed recreating paintings of the moon and the sky at night and learning about famous artists, while using different media to create their own 'starry' picture. Older children

use clay to make volcanoes, eagerly discussing how more lava means the volcano is 'fierce', because it moves further.

- Staff understand the importance of supporting children's social and emotional development and focus on helping children to learn about their emotions and build on their personal, social and emotional development. For example, children eagerly take turns and share resources. Nevertheless, staff have not fully explored how to help children to recognise their own emotions or how others feel, particularly when a child is upset at the action of another.
- Parents give positive feedback about the nursery and staff. They say that their children have settled in well and feel confident to talk to staff about their children's progress. Staff give parents suggestions of activities they can do at home. This helps to support the continuity of care and learning between home and the setting.
- The manager is highly committed to the continual development of staff skills and knowledge. She ensures that training courses offered are well targeted to staff needs, and organises visits to other settings following the same philosophy as the nursery for staff, to enhance and develop their knowledge and skills.
- The manager and staff team evaluate all aspects of the nursery thoroughly. They set precise goals for improvement, such as to enhance the new cabin for individual work for children with SEND with a sensory path, to promote the best outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and follow well-established reporting procedures. The manager ensures that staff's safeguarding training is up to date and staff understand the signs and symptoms where children may be at risk. Staff understand the importance of asking questions, reporting and recording safeguarding concerns, however minor. The manager and staff understand the procedures to follow in the event of an allegation being made about a member of staff. The manager ensures that all staff are suitable to work with children, and a robust induction ensures that staff have a clear understanding of their role and responsibilities.

What does the setting need to do to improve?

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

- further help children to develop the emotional literacy they need to express themselves and to understand the emotions of others.

Setting details

Unique reference number	EY408269
Local authority	Greenwich
Inspection number	10264615
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	42
Number of children on roll	71
Name of registered person	Thames Tiddlers Nursery Limited
Registered person unique reference number	RP904708
Telephone number	0208 8569437
Date of previous inspection	21 June 2017

Information about this early years setting

Thames Tiddlers Nursery registered in 2010 and operates from a mobile cabin within the grounds of the Post 16 Campus in Shooter's Hill, in the London Borough of Greenwich. Opening hours are from 8am to 6pm, Monday to Friday, for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery adopts the Reggio Emilia approach. A team of 16 staff works at the nursery, not including the manager, of whom 10 hold childcare qualifications at level 2 or above. The nursery also employs an on-site cook.

Information about this inspection

Inspector

Tracey Murphy

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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and inspector completed a joint observation of a creative project.
- 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 shared their views and experiences of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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