

Inspection of Tinkerbells

Bridge Inn, Leyland Road, Penwortham, PRESTON PR1 9XR

Inspection date: 24 June 2024

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 warmly welcomed into this bright, imaginative and creative nursery space. Children have formed close attachments with staff and approach them for reassurance or a warm hug. Children demonstrate that they feel secure and happy. Staff are superb role models welcoming children, talking with parents and finding out about children's needs for the day ahead. Staff plan activities that are creative and incorporate high-quality resources, which are accessible to all children. Many resources are from everyday life, which supports children's imaginative and creative skills. Children are eager learners and are excited to explore their environment.

The curriculum is extremely focused on supporting children to persevere, solve problems and become independent. For example, children concentrate for extended periods of time and draw on previous experiences as they master the skill of using scissors and draw creatures from under the sea. Staff plan opportunities for children to solve problems, which helps children to develop critical thinking skills. Staff shape learning so that all children engage, contribute and achieve. Children make excellent progress.

Staff promote consistent positive behaviour throughout the nursery. They have the highest regard to understanding children's emotions and help them to understand the impact of their behaviour on others. Each room has a designated space where children independently take themselves to think and reflect. Children listen carefully to staff and thoroughly enjoy being given responsibilities such as helping to prepare wraps for lunch. These opportunities help children to build an awareness of themselves and develop high levels of self-esteem and confidence.

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

- Staff have the highest aspirations for all children. They have a strong intent for what they would like children to have experienced and achieved by the time they move to the next room. For example, babies listen carefully to rhymes, toddlers enjoy listening to stories using puppets and preschool children access the internet to research questions they may have. As a result, children access a curriculum which is astutely sequenced to their needs and supports them to make superb progress.
- The setting actively promotes outdoor learning. For example, children in the outdoor area find real bones on the floor of the forest area and discuss which animal they may have belonged to. Other children explore the apple trees in the orchard area comparing and contrasting them. Staff introduce new vocabulary, such as decay and decompose. Children are able to express their ideas and are able to use language in the correct context.
- The mathematics curriculum is clearly sequenced to support children to practise

and develop new skills. For example, children in the toddler room sort objects into different colours, while children in pre-school explore subtraction through songs. Staff support children to appreciate the meaning of number as they make balls out of dough and discuss one-to-one correspondence. Children enjoy problem-solving and are building excellent early mathematical knowledge.

- The curriculum adapts and is purposeful. It supports the unique needs of every child. Children with special educational needs and/or disabilities are superbly supported. Consistent tracking and evaluation means that staff are very quick to identify gaps in children's learning. Staff actively develop strategies, talk with parents and make timely referrals to other professionals. Leaders act with integrity and ensure that any funding that children receive is spent wisely and provides maximum benefits to children.
- Children have a very wide range of opportunities to develop an understanding of the world. For example, children enjoy visits from the mounted police, go on outings in the local community and grow their own produce in a polytunnel in the garden area. Children play in the natural forest area and discuss varied concepts such as safety around the fire pit. They also listen to bird song or enthusiastically play a full-size drum kit. These opportunities help children take part in activities they may not have experienced before.
- Partnerships with parents are proactive. Parents are invited to be part of children's ongoing assessment and contribute to planning. Parents access a wide range of information to extend children's learning at home. Parents are very complimentary about the care their children receive. They share that 'staff are incredible' and 'my child has thrived'. These partnerships foster a consistency of care for children.
- Staff have forged meaningful partnerships with a range of other professionals. For example, staff liaise regularly with local authority advisers, health visitors and speech and language therapists. The manager is a lead professional within the authority which means she has the opportunity to guide and support practitioners from other settings. This provides opportunities to share best practice, and reflect on and evaluate the provision to the benefit of children.
- There is a highly focused senior leadership team in place. They view themselves as leaders and not managers and work extremely hard to build a strong team. Those in the leadership team offer consistent professional development opportunities, provide mentoring and designate key responsibilities. Staff explain that they feel supported and do all they can to support every child in their care. This creates a close-knit team where practitioners feel empowered and share the same aspirations for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY426381
Local authority	Lancashire
Inspection number	10351302
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	114
Number of children on roll	123
Name of registered person	Tinkerbells Nursery Limited
Registered person unique reference number	RP530576
Telephone number	01772 751666
Date of previous inspection	23 October 2018

Information about this early years setting

Tinkerbells registered in 2011. It is situated in Penwortham, Lancashire and is one of two provisions managed by a limited company. The nursery employs 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7.30am to 6pm all year round.

Information about this inspection

Inspector

Elisia Lee

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 manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and spoke to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The inspector held a management meeting with the provider, manager and deputy manager.
- The inspector carried out four joint observations with the manager.
- Parents shared their views 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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