

# Inspection of Tiddlywinks Pre-School @ Poverest

Poverest Primary School, Tillingbourne Green, Orpington, Bromley BR5 2JD

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Inspection date: 21 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff at this nursery provide children with a wide range of activities to explore. In particular, staff help children to develop physical skills outdoors. They provide exciting and challenging opportunities for children to climb, ride bikes and find bugs. Children develop high levels of curiosity. Children share the outdoor space with older children from Reception. They make lots of friends of different ages. As children play together, they build resilience and confidence. Children have high levels of self-esteem.

All staff get to know every individual child well. They build strong attachments as they listen to children and support them to express their needs. All staff engage in warm interactions with children of all ages. They celebrate individual children's achievements. This gives children confidence and helps them to feel happy and safe.

Staff at this nursery create ambitious opportunities for children to develop new knowledge and skills. They support children to develop their own interests and follow their lead in play. Children are well prepared for the next stage of their education.

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

- Managers and staff create a well-sequenced curriculum. They make sure that children are able to develop skills across the areas of learning. They consider the needs of individual children when creating opportunities for learning. All children reach their developmental milestones.
- Staff effectively assess children to get to know what they need to learn next. They use this information to provide children with challenging opportunities for learning. Where children receive funding for their early education, staff consider individual children's needs when deciding how this funding should be spent. This ensures that children are supported to have a broad range of experiences. This helps all children, including those who may be disadvantaged, to achieve the best possible outcomes.
- The deputy manager has undertaken the role of special educational needs coordinator (SENCo). She regularly attends training to keep her knowledge and skills up to date. She shares this training effectively with all staff. Children with special educational needs and/or disabilities (SEND) reach their best possible outcomes.
- Children's communication and language development is well supported by all staff. Staff plan the new vocabulary that children need to learn and ensure that this is suitably challenging for all children. Staff repeat the new language that they want children to learn and reinforce it throughout the day. All children

develop high levels of fluency and confidence.

- Staff plan focused activities that support children well. Overall, children are curious and engaged in these activities. However, on occasion, staff step in too quickly to do things for the children without giving sufficient time for them to try for themselves. This limits children's ability to persevere and build resilience at the highest levels.
- Care practices are effective. Staff role model and support good hygiene and care practices. Children learn to wash their hands, line up to come in from the garden, and go to the toilet by themselves. All children feel emotionally secure and happy.
- Parents report that partnerships with the nursery are strong. They receive regular updates about what children are learning at the nursery. Parents say that staff support them to understand what children need to learn next. They say that communication with staff is excellent. Parents are able to use information given to them by the nursery to extend their children's learning at home.
- Managers have a clear vision for the curriculum and what it means for staff in their practice. However, this vision is not always consistently understood by staff. As a result, there are some minor inconsistencies in how staff support children to understand their expectations. Children are not always able to develop the most positive attitudes and behaviours.
- Managers are reflective of their practice. They regularly arrange continuous professional development opportunities for all staff. Staff are able to develop their teaching skills over time.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## **What does the setting need to do to improve?**

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

- build on existing good practice to ensure that all staff give children the most ambitious opportunities to try and practise new skills themselves, so that children reach the best possible outcomes
- further develop how leaders share the curriculum vision with all staff so that all staff have a firm and common understanding of their expectations so that all children are supported to develop positive behaviours at the highest levels.

## Setting details

<b>Unique reference number</b>	EY492522
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10351775
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Parker's Pre-Schools Ltd
<b>Registered person unique reference number</b>	RP908924
<b>Telephone number</b>	07909991595
<b>Date of previous inspection</b>	16 October 2018

## Information about this early years setting

Tiddlywinks Pre-School @ Poverest registered in 2015. It is situated in Poverest Primary School, Orpington, in the London Borough of Bromley. It is open weekdays from 8.30am to 4pm, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs 10 staff, six of whom hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

**Inspector**  
Kate Daurge

## 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 their children to learn.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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