

Inspection of Tiddlywinks Nursery School Ltd

99 Square Street, Ramsbottom, BURY, Lancashire BL0 9AZ

Inspection date: 31 October 2024

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

Staff provide a welcoming and supportive environment, both indoors and outside, which gives children a sense of belonging. They offer cuddles, kind words and lots of singing. This works particularly well for babies who are settling into the nursery environment. All children enter happily and are eager to start their day.

The nursery's golden rules help children to understand acceptable behaviour from a young age. Staff model how to take turns during group activities. As a result, toddlers understand the importance of waiting. By the time children reach pre-school, they show compassion and sensitivity towards others. For example, children help each other by making sure their friends have the resources, such as a spatula and basket, they need to join in with the game. Children's emotional well-being and ability to resolve conflicts are truly nurtured in this vibrant nursery. This gives children the security they need in preparation for school.

The curriculum is ambitious for all children, including those from disadvantaged backgrounds. For example, the outdoor classroom gives children first-hand experiences with nature. Children grow and harvest their own fruit and vegetables, which helps them to observe growth over time. They take produce home to make vegetable soup, which supports their awareness of healthy eating. Children also make comparisons between size and weight as they weigh natural materials on the outdoor scales. The nursery's curriculum is implemented well and provides children with lots of repetition. As a result, children gain depth in learning.

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

- The provider is determined to give children the best start. They ensure that managers and staff have the knowledge and skills they need to enrich children's care and learning. For example, staff undertake regular training to help improve the quality of education. Recent training on mathematics has resulted in changes to the curriculum as mathematics is now woven into everyday activities. As a result, children benefit from lots of opportunities to practise their counting and gain awareness of shape, space and measure.
- Staff prioritise reading, which motivates children to be enthusiastic about books and stories. Children listen intently as staff read in different voices. Babies explore textured books, and toddlers sit quietly turning the pages with such skill and proficiency. Pre-school children demonstrate good levels of recall as they talk about characters in their favourite stories. All children have access to the lending library, so they can continue to read at home. Children's literacy skills are developing well.
- Children have many opportunities to learn new vocabulary, which helps them to be confident with words. Staff skilfully test out prior learning by asking children

thought-provoking questions. For example, staff ask, 'What is another word for lots of trees?' This prompts children to use interesting new words, such as 'woods'. Although staff ask some wonderful questions that challenge children to think, they occasionally jump in with the answer. During these times, children do not always have sufficient time to think hard and process a verbal response.

- The provider ensures that children with special educational needs and/or disabilities (SEND) are supported. Staff adapt the environment to help children succeed. They set targeted learning plans for all children with SEND. These plans include precise milestones that are achievable for children. For example, they offer small group activities which allow children to focus on specific learning. This helps them to catch up with their peers. Parents are delighted with their children's progress. As one parent stated, 'they are like a different child.'
- Staff forge strong attachments with children and show a genuine interest in what they say and do. For example, as babies explore the instruments, staff join in and model how to bang the drum. This generates great excitement as babies practise this new skill with gusto. Staff also plan and celebrate festivals that reflect children's individual heritage. Each room celebrates a different festival. This helps children to feel proud of their heritage and celebrate this special time with their friends.
- Children's learning is enhanced because staff are aware of children's capabilities. Staff undertake regular observations and assessments. However, they do not always use information about what children know and can do when planning activities. For example, staff plan some activities without focusing on what children need to learn. As a result, activities do not always maximise children's learning.
- Early years pupil premium funding is used well to meet the needs of disadvantaged children. Funding has been used for staff training and to purchase resources that help disadvantaged children get the best start. For example, children demonstrate high levels of engagement as they draw and make marks on the light-up globe. This helps to develop their control and coordination as they practise their early writing.

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:

- help staff plan activities more precisely, so that they are clear about what they want children to know and do

- allow children sufficient time to think and respond to questions.

Setting details

Unique reference number	EY319256
Local authority	Bury
Inspection number	10371871
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	60
Number of children on roll	88
Name of registered person	Tiddlywinks Nursery School Ltd
Registered person unique reference number	RP526005
Telephone number	01706827837
Date of previous inspection	6 February 2020

Information about this early years setting

Tiddlywinks Nursery School Ltd registered in 2006. It is situated in Ramsbottom, Bury. The nursery employs 25 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, two hold level 5, 16 hold level 3 and two hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6.30pm. The nursery offers government funded childcare places for children aged between nine months and five years.

Information about this inspection

Inspectors

Tricia Graham
Karen Cox

Inspection activities

- The inspectors observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- Consideration was given to parents' comments.
- The inspectors carried out a joint observation with the managers.
- The inspectors spoke to children and staff throughout the inspection.
- The inspectors viewed a sample of documentation, including staff suitability checks.

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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