

Inspection of Tiddlywinks Nursery School (Chad)

Tylon House, Chadderton Park Road, Chadderton, Oldham OL9 0PA

Inspection date: 8 October 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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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 inadequate

The provider does not have an adequate oversight of the setting. Staff complete training, but monitoring and coaching are not embedded to ensure what has been taught is being implemented. As a result, staff struggle to implement the curriculum effectively. Due to staff deployment, many children are not in a room with their key person. This has a significant impact on children's care and development. Additionally, safeguarding concerns go unnoticed, putting children at risk of harm.

The nursery does not provide children with a broad and ambitious curriculum. The provider does not ensure that children receive an adequate standard of education. Children engage in experiences that are either too ambitious or not ambitious enough for them. Due to this, children do not make good progress, particularly those with special educational needs and/or disabilities (SEND). Children's communication and language development is not supported. Although staff interact with children, these interactions are of a poor quality. This does not help children to develop two-way conversational skills and build on their vocabulary.

Children behave well. They listen to staff and act appropriately. Children demonstrate some understanding of regulating their own behaviour. However, through periods of the day, there is a lack of experiences to stimulate the children. At these times, children are bored and disengaged. As a result, children do not always demonstrate a positive attitude to learning.

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

- The oversight of the nursery is weak. The provider has not maintained a strong focus on monitoring staff practice. Consequently, this has led to serious breaches that have gone unnoticed. Furthermore, the provider has not ensured that staff have an adequate understanding of the curriculum and how to implement this with the children. As a result, children access a poor quality of education.
- Staff, including the designated safeguarding leads, demonstrate a sufficient knowledge of child protection procedures. However, they do not implement these procedures. During the inspection, staff failed to identify that a child had an injury. Furthermore, when this was raised with them, the injury was recorded incorrectly, falsifying an incident record. This puts children's safety and welfare at risk.
- The provider does not ensure that staff deploy themselves effectively to keep children safe. For example, during mealtimes, staff carry out cleaning duties and do not observe children. Due to this, children are not in sight at all times, which puts them at risk in the event of a choking incident.
- Procedures for supporting children with SEND are not effective. Staff are not

kept up to date with key information about children with SEND. Due to this, children are not getting the support they need. Furthermore, children are not provided with targeted learning plans or strategies to help them make progress. For example, children are encouraged to engage in activities that do not build on their capabilities. This leads to children becoming overwhelmed and disengaged. Children with SEND do not make adequate progress in their learning.

- The key-person system is not effective. Staff move rooms frequently. This prevents them from getting to know their key children and being able to support their individual needs. Due to this, children access experiences that do not build up what they already know and have achieved. In addition, some staff do not know their key children and some parents are not aware of their children's key person. This does not support children's emotional well-being.
- The provider does not ensure that children's interests are followed. For example, when children try and engage in activities, they are told, 'It is finished.' This does not build on children's interests and hinders their development. Additionally, children are left to sit for periods of time with no interaction or engagement. This does not motivate children or help them develop a positive attitude to learning.
- The curriculum for communication and language does not focus on helping children to achieve good levels of vocabulary or secure language structures. At times, staff bombard children with lots of questions, which does not give children chance to think and respond. As a result, children remain quiet for long periods of the day.
- Staff do not implement a curriculum that builds on what children know and can do. For example, children who are not yet talking engage in activities where they are expected to learn and recite the names of shapes. This does not support children's learning and development.
- Following the inspection, the provider resigned their registration. Therefore, we are unable to monitor the actions raised.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date

ensure there are appropriate and effective arrangements in place to monitor and coach staff to provide quality care and education	05/11/2024
ensure staff, including the designated safeguarding leads, implement child protection procedures	05/11/2024
ensure staff are deployed effectively to meet the needs of the children and ensure their safety, particularly during mealtimes	05/11/2024
ensure arrangements are in place to support children with SEND to target their individual and developmental learning needs	05/11/2024
ensure there is an effective key-person system in place where staff and parents know each child's key person to ensure care and education are tailored to all children's needs.	05/11/2024

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement an ambitious and sequenced curriculum that meets the learning and developmental needs of all children.	19/11/2024

Setting details

Unique reference number	EY550847
Local authority	Oldham
Inspection number	10369435
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 10
Total number of places	86
Number of children on roll	115
Name of registered person	Tiddlywinks Nursery School (Chad) Ltd
Registered person unique reference number	RP550846
Telephone number	0161 620 0002
Date of previous inspection	16 November 2022

Information about this early years setting

Tiddlywinks Nursery School (Chad) registered in 2017. It employs 19 members of childcare staff. Of these, 16 hold relevant childcare qualifications at level 2 or above. The nursery opens all year round, with the exception of bank holidays. It operates Monday to Friday, from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The provider is no longer registered with Ofsted.

Information about this inspection

Inspectors

Joanne Buckley
Lois Hulley

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The area managers joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the area manager.
- Parents shared their views of the setting with the inspector.
- The area 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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