

Inspection of Tiddlywinks Out of School Club (TOOSC)

St. Peters RC Primary School, Kirkway, Middleton, MANCHESTER M24 1FL

Inspection date:

22 September 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are settled and happy at this lively and welcoming club. Staff at the school and the club work in partnership to ensure a safe and effective handover at the end of the school day. Staff share useful information and work together to support children to settle quickly. There are clearly understood routines in place. Children quickly put away their coats and bags and excitedly go to explore the range of activities on offer.

Children behave well at the club. They stop what they are doing when asked and gather together to take part in the register and a reminder of the 'golden rules' for behaviour. Children understand that they need to respect others and the toys and equipment at the club. They know that they need to sit down at the table when they are eating and move around the space sensibly.

Children clearly enjoy taking part in the activities at the club. They have great fun making play dough and adding spices and dye to fragrance and colour the dough. Staff encourage children to discuss whether they need to add more water and what the dough smells like. They carefully press in pine cones and autumn leaves to make imprints and patterns in the dough, taking time to make sure that their patterns are firmly imprinted. This demonstrates children's positive attitudes and that they take pride in what they do.

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

- Children are encouraged to develop their critical thinking skills at the club. They concentrate hard as they work together to build a tall tower using magnetic tiles. They experiment turning the tiles the opposite way and discuss with staff why they no longer stick together. They reverse the tiles and continue to build the tower. They fill the completed tower with marbles and decorate it with their initial. This shows that children are encouraged to continue to try hard even when something is difficult.
- Children come together to eat a meal or snack in social groups. They wash their hands and sit down with their friends. They choose from a range of healthy food, using tongs to serve themselves a wrap, then adding fillings from a range of options. Children pour themselves a drink of milk or water and discuss with staff why the meal they have chosen is nutritious and healthy. This supports children to understand how food and drink choices contribute to a healthy lifestyle.
- Children spend lots of time in the large outdoor space. They are highly engaged as they work with staff to dig in the ground to find stones, collect grass and fill containers with soil. Children chip away at the ground looking for bugs for their

'bug hotel'. They peer through magnifying glasses to help them to spot the bugs, using a chart to identify different creatures. These activities support children's understanding and appreciation of the natural world around them.

- Children are encouraged to take part in challenging and adventurous activities. They roll down grassy hills on the field and carefully climb the lower branches of trees. In the darker months, they explore outside with torches. Staff encourage children to assess the risks involved and discuss with the children how they can stay safe. These activities support children to develop their resilience and self-care skills.
- Staff speak positively about the support and encouragement club leaders and the wider team provide. Staff access a range of training and take part in peer observations. They work with colleagues and leaders to identify areas of good practice and areas for development. This ensures that the club continues to develop and improve.
- Parents are full of praise and appreciation for the staff and leaders at the club. They report that they work in a positive partnership. For example, parents and leaders work together to support children to play cooperatively and manage their own behaviour. Parents say that they appreciate the useful information shared between themselves and club staff. This ensures that the support and care for children is consistent between the club and home.

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	EY430684
Local authority	Rochdale
Inspection number	10399081
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 10
Total number of places	40
Number of children on roll	48
Name of registered person	Tiddlywinks Day Nursery Ltd
Registered person unique reference number	RP526674
Telephone number	07794384608
Date of previous inspection	19 November 2019

Information about this early years setting

Tiddlywinks Out of School Club (TOOSC) registered in 2011 and is located in Middleton, Manchester. The club employs five members of childcare staff whose qualifications range from level 3 to level 6. The club opens from Monday to Friday for after-school care, during term time, from 3.20pm until 6pm.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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