

Tiddlywinks Nursery

Inspection report for early years provision

Unique reference number

EY274887

Inspection date

06/10/2008

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Tiddlywinks Nursery opened in 2003 and is privately owned. It operates from a two-storey converted barn in the village of Fressingfield in Suffolk, where children have sole use of the premises which are accessible. The children use base rooms, have access to a range of facilities and use of an enclosed outdoor play area. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

The nursery is registered for 54 children. There are currently 94 children on roll aged between six months and four years 11 months old. This includes 70 children attending who are within the Early Years Foundation Stage (EYFS). The children attending are from the surrounding towns and villages and also attend other local early years provision. The nursery opens all year round, except for one week at Christmas, and is open between the hours of 08:00 and 18:00, offering a variety of sessions.

The proprietors who hold early years qualifications employ a team of 12 staff. Of these, 11 hold suitable childcare qualifications.

Overall effectiveness of the early years provision

Children at this setting are provided for effectively within the EYFS and are making good progress from a very early age. Good partnerships support their learning and individual routines are closely followed to ensure every child's needs are met. The setting knows itself well and continually strives for improvement. Children's welfare is generally well supported, however some issues require improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a systematic approach to using observations and assessments to plan, so that every child in the nursery receives enjoyable and challenging experiences tailored to meet their individual needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that indoor spaces, furniture, equipment and toys are safe, clean and suitable for their purpose
(Suitable premises, environment and equipment)

31/10/2008

The leadership and management of the early years provision

Children's learning, welfare and development are well supported. The managers have a positive understanding of the EYFS and effectively evaluate the provision. Areas have been identified for improvement, such as the garden where managers have harnessed children's ideas and implemented them to create rich outdoor learning experiences. Peer monitoring and on-going training enables staff to enhance and develop their practices, whilst the managers demonstrate a real commitment and vision in developing their service to meet the needs of the families. The setting have actively addressed the recommendations from the last inspection by developing action plans which have been used effectively. The setting is committed to providing an inclusive facility. For example, they have extended resources and play opportunities to further represent the wider world.

Children's welfare is safeguarded. The thorough recruitment and vetting procedures ensure children are cared for by a suitable and qualified staff team who are deployed effectively to meet the children's needs. Staff and managers demonstrate a clear understanding of the possible signs of child abuse. Clear written procedures are followed in order to ensure children are protected. Detailed risk assessments highlight major hazards both indoors, outdoors and on outings. All documentation required to meet children's needs is maintained effectively.

The setting works hard to promote effective partnerships. Systems are in place to gather information about children's backgrounds, helping to ensure they are valued as individuals. Parents receive detailed information about the setting's procedures, including what to do if they have any complaints. They also receive regular newsletters and useful information about external services. Opportunities for regular consultation are offered to parents in order to discuss children's progress and they are invited to complete questionnaires in order to canvass their views. Transition arrangements are effective in ensuring children experience continuity of care and learning.

The quality and standards of the early years provision

Children are confident, self-reliant and keen to learn. They are making good progress within the EYFS and staff are skilled at supporting their learning. Warm relationships have developed and as a result children are responsive and engaged with adults. Children make choices because the environment is organised effectively with resources being easily accessible. The garden gives lots of opportunities for exploration and developing a rich knowledge about nature and the surrounding environment. Many activities are child-led which fosters children's skills in steering their own learning. Staff have a good understanding of the EYFS. However, assessment of children's skills and the planning of activities for their next steps in learning have not been consistently applied throughout the nursery. As a result children are missing some opportunities for enjoyable and challenging experiences tailored to meet their individual needs.

Babies are responsive as staff use soft tones and facial gestures to encourage

communication. Older children use language well to describe their experiences and everyone in the nursery enjoys books. Older children count confidently, problem solve and are discovering shapes and patterns during walks. Children use a variety of equipment to develop information, communication and technology skills and enjoy construction activities with a range of resources. Children play imaginatively, demonstrate good social skills and relish opportunities to explore in messy play, stimulating their creativity. Their physical development is well promoted, for example, through climbing, balancing, skipping, and kicking. Babies mobility is encouraged by staff who provide attractive activities such as the ball pool and soft play.

Children are beginning to develop an understanding about healthy life-styles. They grow, harvest and eat vegetables from the garden, help to prepare fresh fruit snacks and enjoy a varied and nutritious menu at lunch time. Children are warmly welcomed into a child-centred environment, where most children are reminded about safety issues to develop their awareness. Whilst the premises are suitable, there are a number of issues concerning cleaning routines and daily safety checks. For example, some areas of the nursery are not sufficiently clean to promote children's welfare and some on-going safety issues have not been addressed because the daily check-lists are not sufficiently robust.

Children behave very well. They are beginning to understand right and wrong and staff mostly explain why behaviour is unacceptable to support them in this. They are kind and considerate towards their friends and their self-esteem is actively promoted, particularly with the babies. Staff effectively use individual children's experiences of different cultures to enhance awareness of diversity. For example, family celebrations are shared within the nursery. The setting works very well to ensure children with specific needs are included. The use of a visual timetable aids all children in understanding the routine and feeling secure.

Partnerships with parents and others is exceptionally strong. As a result the care and learning for all children is significantly enhanced. Regular opportunities to discuss routines from home and children's progress ensures parents are fully involved with their children's learning. As a result children feel secure in seeing their parents and staff working together to meet their needs. Partnerships with parents of children with specific needs are also strong. They work closely together to ensure individual education plans are developed creating achievable targets to help children meet their potential.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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