

Inspection of Tiddlywinks Nursery

Tithe Farm, Laxfield Road, Fressingfield, Eye, Suffolk IP21 5PY

Inspection date: 16 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

When children arrive at nursery, they confidently separate from their parents and carers. Staff demonstrate genuine care and affection for children and support their well-being effectively. Children's behaviour is good. Staff engage children in conversations about their feelings. This helps children understand how to express themselves and to recognise how their friends may be feeling. For example, children ask why other children are crying. Staff explain they feel sad but are being helped to feel happy again.

Staff focus on supporting children's independence. Babies know which drinks cup is theirs as they learn to recognise it by colour. Staff label older children's belongings with their name, photo and a coloured shape. As children develop, staff remove the shape and photograph, encouraging children to rely on reading their name. This promotes children's literacy as well as independence as they take ownership of their belongings.

The nursery day is well organised. Rules and expectations are well embedded, and children know the routines they must follow. Staff use sand timers effectively to let children know they will be transitioning to the next activity in a few minutes. This gives children time to finish what they are doing before they help tidy up.

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

- Staff plan engaging small-group sessions. This supports children, including children with special educational needs and/or disabilities (SEND), to make good progress. Staff use these activities to find out more about children's families and life at home. This allows them to relate and engage with children on a more personal level. Staff introduce new words and concepts, such as next door and neighbours, and demonstrate what this looks like.
- Staff support children with the pronunciation of words such as grasshopper. Children take this on board and correctly pronounce the word later in their play. This helps improve their language and communication, resulting in clear and confident speech.
- Teaching is effective. Children are well engaged in their play, either with staff or their peers. However, there are times when staff do not involve all children. Some children wander around and are not engaged. Staff do not always notice when children need more encouragement or support to fully benefit from the learning opportunities on offer.
- Staff prioritise children settling into nursery and creating caring bonds with them. This helps create a secure, trusting environment that supports children's emotional well-being. It lays the foundation for positive learning and social development. Staff identify gaps in children's learning and work with other

professionals to support their development. This early intervention and tailored support helps children overcome challenges and reach their full potential.

- Staff monitor children as they eat during snack time. However, they do not always sit with children to help them understand about good hygiene practice such as not eating food that has dropped on the floor. This does not promote children's good health.
- Parents are happy with the nursery. They comment the settling-in process for their children is supportive and thorough. They have a good relationship with their child's key person. Parents know what their children are learning, and staff support them on how to continue this at home. This consistency supports children's development through a stronger connection between home and the nursery.
- Leaders take swift action in response to any concerns raised, demonstrating a commitment to safety. They are proactive, open to learning and focused on improving the nursery in consultation with staff and parents. This collaboration encourages continuous improvement, and ensures the nursery meets the needs of both children and their families. Staff's practice is monitored effectively and supports their continuous professional development.

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:

- review staff deployment at mealtimes so that children are supported more effectively to learn about good hygiene practice
- support staff to review children's learning opportunities to enable the more quiet children to fully participate.

Setting details

Unique reference number	EY274887
Local authority	Suffolk
Inspection number	10359843
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	54
Number of children on roll	50
Name of registered person	Havers Development Ltd
Registered person unique reference number	RP521877
Telephone number	01379 586111
Date of previous inspection	17 December 2018

Information about this early years setting

Tiddlywinks Nursery registered in 2003. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5pm. The nursery provides funded early education for all eligible children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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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