

Tiddlywinks

Inspection report for early years provision

Unique Reference Number	500201
Inspection date	18 September 2007
Inspector	Carol Ann Dixon
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Tiddlywinks Day Nursery is a privately owned organisation. It was registered in 1994 and operates from six rooms in a two storey converted house, in the Blackley area of Manchester.

There are currently 61 children on the register. This includes 13 children in receipt of nursery education grant funding. Children attend on a full or part time basis. The nursery is able to support children with learning difficulties or disabilities.

The setting opens from 08.00 to 18.00, Monday to Friday throughout the year. The nursery closes for a week over the Christmas period and all bank holidays.

There are 14 staff who work with the children, all of whom hold early years qualifications to national Vocational qualification level 2 or 3. Most of the staff work on a full time basis. The setting receives support from the Early Years Development and Childcare Partnership.

The setting has achieved the Quality Counts Award through the National Day Nursery Association and also holds an Investors in People Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow highly effective procedures and practices which meet the children's nutritional, physical and health needs. Children learn the importance of good hygiene and personal care through planned activities and through the daily routines. They understand that they need to wash their hands before meals to get rid of any germs that could make them unwell. They use soap and paper towels and disposable tissue to wipe their noses. There are visual reminders displayed throughout the nursery and in the bathroom areas to encourage children to wash their hands and brush their teeth. Visits from the dental hygienist and a health visitor provide children with further opportunities to learn about personal care. Consequently, children are developing a very good understanding of staying healthy.

Staff implement extremely effective procedures for nappy changing. The successful implementation of a key carer system means children's emotional well-being is carefully nurtured. Children in nappies are consistently changed by their key carer and all staff adhere to the nursery's hygiene policy. Babies and toddlers are able to rest and sleep according to their needs. They sleep in cots or on floor mats and have their own individual bedding and blanket. However, the storage of children's bedding presents a risk of cross infection.

Promotion of healthy eating is a high priority within the nursery. This contributes to children having a very good understanding of why it is important to eat healthily. Menus are carefully planned and balanced to incorporate five fruits or vegetables each day, supporting children to lead a healthy lifestyle. Stimulating and fun activities support the development of children's knowledge of healthy eating. This includes discussions about healthy foods, planting tomato seeds, making fruit kebabs and baking. Children are able to help themselves to easily accessible drinking water and fruit throughout the session. Mealtimes are unhurried social occasions where staff sensitively and skilfully support children to choose and enjoy healthy foods as part of a healthy lifestyle. Older children are proficient at spreading the butter on their toast and display wonderful manners as they pass the jug of water to their peers.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. Staff know the children well as individuals and this encourages children to confidently try new skills, ask for help and set their own limits within a safe environment. Excellent use is made of the wonderful outdoor environment which enables children to get plenty of fresh air in all weathers. They put on coats and wellingtons and go outside in the rain. They participate in fun and challenging activities and demonstrate very good co-ordination and control when riding the wheeled vehicles. They develop a good awareness of space during the weekly sports sessions with 'Soccer Mike'. Children have use of a broad range of tools within their play which develops strength and control in their small muscles. They manipulate scissors, glue and pencils with increasing skill as they develop their hand and eye co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children and parents are very warmly welcomed into the bright, colourful environment, which is maintained to an exceptionally high standard. The child orientated environment is enhanced by stimulating displays of the children's creative work and photos of the children involved in activities. These increase the children's sense of belonging.

Rooms are maintained at the optimum temperature and sufficiently ventilated to ensure children's comfort. Sufficient space ensures that children can play and explore in safety and comfort. The organisation and arrangement of the nursery rooms meet the needs of the children superbly as the areas are set out thoughtfully, helping to promote a range of children's skills and independence. Rooms are attractively divided into areas and this results in children experiencing a balanced range of resources. The nursery is superbly equipped to promote all areas of learning. Resources are of a superior quality and include many made from natural materials. Toys and resources are organised very effectively making them easily accessible to even the youngest children. They are labelled clearly with text and pictures, helping children to identify resources. Highly effective systems are in place for checking resources, thereby ensuring that they are always safe and suitable for children's use.

Comprehensive risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. Children are informed in advance of any outings so they gain an understanding of how they must behave to keep themselves safe. For example, holding hands with a member of staff when walking along the road. Children also wear wrist bands and high visibility jackets to ensure further safety and protection.

Children's welfare is fully safeguarded by professional staff who are very aware that the child's welfare is their main concern. Staff have a very clear knowledge and understanding of the procedures to follow in the event of concerns about a child. Their understanding of the procedures to follow are regularly updated through attendance at courses and information provided for them at staff meetings. A comprehensive child protection policy is shared with parents to keep them informed of the staff's responsibilities.

Risks of accidental injury to children are minimised because staff are extremely vigilant in reducing potential hazards. No safety issues have been identified. Children are cared for by adults who are vetted, experienced, extremely knowledgeable and skilful.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children feel very secure, safe and contented in the nursery through the exceptional implementation of a key carer system. There are close and affectionate relationships throughout the setting creating a happy and harmonious environment where children thrive. High quality interactions between the adults and children results in confident children who develop a strong sense of self in an atmosphere of trust. There is excellent consideration to the individual needs of children, their care and welfare is paramount. Children's sleeping and feeding patterns are carefully adhered to, providing consistent and high levels of care for them. The close and successful liaison with parents supports this.

Staff confidently follow 'Birth to three matters' guidance to provide the children with high quality care and education. Staff are very sensitive towards children's needs and recognise the uniqueness of each child. For example, children place their special items in their own trays so they know where to find them as comforters during the day. There are highly effective planning and assessment systems in place to ensure the learning programme matches the needs of the individual children. Parents provide information about their child's development as they start at nursery and staff record ongoing observations to monitor children's progress. These records are shared with parents so they can also contribute and be involved in planning their child's next steps. The children experience highly stimulating activities that are skilfully planned to be suitable for their age and interest levels.

The young children become engrossed in sensory play with different materials, such as fabric, plastics, wood, metal, tubes and boxes. They love to play with cardboard boxes and use their imagination as they climb in and out of them. Children's developing independence is expertly nurtured by the staff. Even the youngest children are encouraged to pour their own drinks and helped to serve themselves at meal times. Children love looking at books and listening to stories, joining in action rhymes and singing sessions. A member of staff encourages them to name the animals and the sounds they make as they look at the pictures together. These activities are helping them to listen, respond to language and build their vocabulary. Children enjoy building with construction toys and completing jigsaws and inset puzzles, carefully matching and manipulating pieces into place. Children experience daily planned opportunities to explore an extensive range of sensory and creative activities, such as sand, paint, water and shaving foam. They thoroughly enjoy exploring the touch and feel of the shaving foam as they squeeze and squelch it through their fingers. Some children begin to make patterns on the table with the foam as they make circular movements with their hands. They have lots of opportunities to develop their imaginations through make believe and pretend play. They make good use of the role play area and have great fun dressing up and making pretend meals with the food and utensils.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an extremely good knowledge of the Foundation Stage Curriculum, achieved through effective sharing of practice and skills. They use this knowledge to plan a stimulating and challenging curriculum programme for children across all areas of learning. Staff ensure children access a wide range of activities and experiences which maintain their interest and enthusiasm. Detailed planning incorporates the six areas of learning, reflects the stepping stones and clearly links to children's individual development records. These records identify children's progress through the stepping stones and identify their next steps in learning. Through continual review and observation, staff are fully aware of children's progress enabling them to effectively meet their needs. Staff are very professional and use their skills to effectively challenge and question individual children. They skilfully adapt activities to meet the diverse needs of children, taking into account the different ways children learn extremely well.

The environment is rich in written language and children are offered many different mediums to make marks. Skilful questioning from staff ensures that every opportunity is taken to expand children's language. They learn about the days of the week and correctly describe the weather and what clothes they should wear when it is raining. They enjoy stories and rhymes and have their favourite books. Children make very good use of the book area to retell stories to each other.

Children's skills in mathematical development are very good. They count confidently and use a wide range of mathematical language in their play. During an activity building with construction blocks, three-year-old children talk about making a bridge with the blocks they are using, describing them by size, such as smaller and bigger. When they have created their building, they confidently select additional resources from the low-level storage trays to extend their play.

Children's knowledge and understanding of the world is developing fully. They explore their environment with great enthusiasm, ask questions and talk about what they see. Children care for the plants they have planted in the sensory garden, providing water and observing some of the changes as they grow. They take magnifiers outside to examine insects they find as they

dig in the soil. Staff expertly adapt plans to follow the children's interests. For example, following a trip to a local forest, the children make dens outside using twigs, material and torches.

Children purposefully explore the sounds of a wide range of musical instruments and move to music enthusiastically. Through creative activities, they confidently and freely express their ideas and feelings, using all of their senses. When a member of staff places different shaped ice cubes in the water play, the children excitedly describe the shapes of the ice cubes and express how cold they feel as they hold them in their hands to observe the ice melting. The role play area is adapted to follow the children's ideas and interests. For example, the children went to visit a local bakery, staff provide props and food items so the children can act out what they have observed in their community.

Children are very confident and show perseverance and great concentration as they participate in their chosen activity. They gain independence and develop skills in co-operation as staff provide lots of opportunities to encourage children to work harmoniously together and readily praise children when they do so.

Helping children make a positive contribution

The provision is outstanding.

Children significantly benefit from the strong, professional and positive partnerships that are developed with parents and carers. They are cared for by staff who work diligently with parents to meet their individual needs and ensure that they are fully included in the life of the setting. Consequently, key carers fully understand the children's individual health, dietary, social and emotional needs, religious and cultural beliefs, and work hard to ensure that these are reflected and well catered for within the provision. Children learn about the diversity of our society through a wonderful range of resources which portray positive, non-stereotypical images and as they participate in various celebrations and festivals. Children visit a Chinese supermarket to purchase food to taste with staff. These activities help children to learn about the wider world and to respect and value differences. Staff have been extremely pro-active in attending a range of training courses to enable them to welcome and meet the additional needs of children with learning difficulties and disabilities.

Staff skilfully support and encourage children to play fairly, share and take turns. Children respond to the frequent and meaningful praise they receive and behave well. Staff are exemplary role models who remain calm and positive at all times and use consistent strategies to promote acceptable behaviour. As a result of these positive strategies children's spiritual, moral, social and cultural development is fostered.

Links between home and nursery are supported as Elvis the tortoise goes home with the children for visits. Parents sometimes take photographs and complete write ups of what activities he got up to. Upon his return to nursery, these are shared with the other children. This further develops the children's self-esteem and sense of belonging.

The partnership with parents and carers is outstanding. Parents receive a high level of information relating to 'Birth to three matters' and the Foundation Stage provision. For example, the reception area contains useful information for parents, they receive regular news letters and photographic evidence linked to the stepping stones and early learning goals, and topic ideas on how they can be involved in their child's learning. They are informed of their children's progress both informally and formally on a regular basis and are encouraged to add their own comments or observations to children's progress records. Parents are further involved through

participating in activities and visiting the setting to talk about their jobs. A parent who works for the fire service visits the nursery with a fire engine. Parents of younger children are well informed about their child's daily activities and progress through the use of daily diaries and informal discussions with their child's key carer. Parents speak very highly of the setting and staff. They express that staff are approachable and welcoming and confirm how pleased they are with their child's progress and how much their child enjoys attending.

Organisation

The organisation is outstanding.

Children are happy and content in the calm, friendly and well organised environment. New children receive consistent and loving care from staff to enable them to quickly settle and feel secure. The key carer system is highly effective in enabling staff to get to know individual children well and to monitor their development. High priority is given to staff training and development. All staff hold an appropriate early years childcare qualification and regular attendance on short courses enables staff to continually enhance their skills in specific subjects, such as safeguarding children, managing inclusion and behaviour management.

The children's care is significantly enhanced by the exceptional quality of organisation. Effective induction, recruitment and selection procedures are in place to ensure staff are appropriately vetted and their suitability assessed. Staff practice is rigorously assessed by ongoing supervision, peer observations and staff appraisals. Highly motivated staff are very well aware of the ethos of the nursery. Their hard work clearly demonstrates their commitment and regard for the well-being of all children. Robust policies and procedures are implemented conscientiously to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Daily routines are flexible to respond to children's individual needs. All the required records are meticulously maintained, remain confidential and are easily accessible.

The leadership and management of the nursery education is outstanding. Children benefit from the excellent management of the nursery educational programme. Staff receive clear and positive direction from the registered provider and manager and are encouraged, through regular training and up-dates, to maintain their professional development. The well established procedures, which systematically and effectively monitor and evaluate the quality of the teaching and learning, contribute significantly to children's excellent and rapid progress and effectively highlight areas for development. The managers have an excellent awareness of the strengths and areas for development within the setting through a detailed and ongoing appraisal and self evaluation system. There is a high level of commitment to improvement, reflected in a strong emphasis on staff development. This has a very positive impact on the quality of children's learning.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to develop the range of natural materials available for the children and improve plans to meet children's individual developmental needs. These recommendations have been fully addressed. Children experience an extensive range of sensory and natural materials and written plans and observations are fully supportive of children's individual needs.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- consider how to store children's bedding to minimise the risk of cross infection.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk