



Tiddlywinks

Inspection report for early years provision

Unique Reference Number	EY335541
Inspection date	06 December 2006
Inspector	Lynn Dent
Setting Address	Eastfield Primary School, Eastfield Road, Thurmaston, LEICESTER, LE4 8FP
Telephone number	01162 694692
E-mail	headteacher@eastfield.leics.sch.uk
Registered person	Eastfield Primary School
Type of inspection	Childcare
Type of care	Sessional 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

On the basis of the evidence collected on this inspection:

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

WHAT SORT OF SETTING IS IT?

Tiddlywinks Pre-School opened in 1995 and has been under committee run school ownership since 2006. Tiddlywinks operates from a mobile building, school hall and associated facilities within the grounds of Eastfield Primary School. It is situated in Thurmaston on the outskirts of Leicester.

A maximum of 18 children aged three to five years or 16 children aged two to five years may attend the pre-school at any one time. Tiddlywinks is open each weekday from 8.45 to 12.15 during school term times. All children share access to a secure outdoor play area.

There are currently 27 children from two years to under five years on roll. Of these, 17 children receive funding for nursery education. Children come from a wide catchment area. The preschool employs four staff. Of these, two hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children show good hygiene as they instinctively wash their hands during daily routines. However they do not always do this after handling or feeding the pre-school pet rabbits. Therefore, children may not be fully protected from germs. Parents are informed of infectious illness which requires the children to be kept at home. For example, sickness and diarrhoea and impetigo. As a result children are protected well from the risk of infection. Good systems are in place to accurately record details of medication administered to children and to inform parents. Consequently, the risk of overdose is minimised. All practitioners are trained in first aid. As a result children receive the appropriate treatment and clear records are kept. A separate table which is used to serve snacks is cleaned before use. Practitioners clearly explain how good hygiene is maintained during the changing of children's nappies. They wear disposable aprons and gloves to do this and use anti-bacterial spray to clean changing equipment. These actions help to protect children and adults from infection.

Children eat healthily as fruit is provided for snacks. Alternative food, for example plain biscuits are provided to ensure children's dietary choices and needs are met. Children have the opportunities to taste foods from around the world during activities. Photographs show children tasting mangoes and kiwi fruits. As a result they are encouraged to develop their food preferences and tastes. All children can freely access drinks throughout the session and make choices about drinking milk or water during snack time. They learn that milk helps to build strong bones and can explain that fruit is good for them as this is discussed during activities. Children can choose when to have their snack. Therefore, they learn to make choices about when and what to eat and drink. Snack time is used well to develop children's good social skills and manners which prepares them for life.

Children's physical development is enhanced as they have daily opportunities to participate in physical play within the room and outdoors. They also have access to the school hall to play parachute games and use large apparatus to develop the skill of balancing. Children show coordination and control when using pedal operated and push-along toys. They have an awareness of their own and others' space as they move around carefully while playing parachute games. Children's hand eye coordination and finer skills are enhanced as they manipulate a range of toys and equipment. They use large brushes to paint on easels, use glue spreaders and craft materials to make pictures. Older children enjoy mixing salt dough and all children can roll this out and use cutters to make Christmas decorations. Children can accurately pour rice and oats into play tip-up trucks on the sand tray.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a bright, stimulating environment which shows displays of their art and craft. Posters and pictures help them to remember good hygiene and the rules of the group. Furniture is sturdy and child sized. As a result children can independently use these. Children's can safely access a good range of appealing toys and resources to support their play and

learning. Consequently, they develop the ability to make choices. However, the resources for younger children are limited. As a result some toys do not sufficiently meet their development stage. Children are cared for in an environment which is secure as practitioners are vigilant about locking doors. Consequently, children are protected well from unknown adults. Daily risk assessments of the premises and equipment ensure the children's environment is safe. The emergency evacuation procedure is regularly practised. As a result children know when what to do when practitioners blow the whistle. An effective procedure is in place to ensure all children are accounted for during this time. Practitioners take a number from a board to identify how many children they are taking to the toilet. Children do not currently go on outings. However, a clear procedure is in place to ensure children's safety is paramount. Children understand how to keep themselves safe. They explain they must wear outdoor shoes so they do not slip on the wet grass. They also understand the rules about the climbing frame as they use this carefully.

Practitioners have a clear understanding of the signs and symptoms of abuse and neglect. For example, they understand that changes in behaviour can indicate potential abuse. Practitioners are confident to take the appropriate action to report this type of concern in line with the setting's own policies and the local safeguarding children reporting procedures. Consequently, children's well-being is maintained. However, the current policy has not been updated in line with the latest regulations and does not reflect the Local Safeguarding Children Board or the required contact numbers, although these are available on site. Children are well cared for by suitable, qualified practitioners. They are never left alone with unknown adults or un-cleared practitioners. The number of adults caring for children is exceeded. Therefore, children benefit from having good supervision. Additional practitioners are also employed to provide one-to-one support for children with additional needs.

Helping children achieve well and enjoy what they do

The provision is good.

The care needs of the children are effectively met as records are in place to identify their individual needs. Therefore, practitioners ensure individual routines are maintained. The organisation of the day and staff deployment means the routines are flexible to take account of children's needs. For example, the toilets are based in the main school, children are taken at their request rather than at a set time during the session. The practitioners are dedicated to providing good care for the children. As a result the atmosphere is caring and warm. All children feel part of the group and get to know their friends as practitioners use lotto games with children's photographs to help this. Children are very happy and enjoy themselves in the setting as they receive lots of attention and are treated with kindness and concern. Therefore, they confidently leave their parents, quickly settling to play with their friends.

Children engage in meaningful activities and experiences for sustained periods of time. An example of this is the role play area which is currently Santa's grotto. Children write their letters to Santa and talk excitedly about the present under the tree. They clearly enjoy the experiences provided. This is evident as they play parachute games, using the parachute to sing rhymes and match actions. For example, they sing the wheels on the bus go round and round as they rotate the parachute. They sit underneath the parachute using the mushroom shape as an

umbrella from imaginative rain. Children are making good progress in their leisure and personal development as they receive time and space to explore their environment. Practitioners have made a good start in implementing 'Birth to three matters'. However, opportunities to fully enhance the outcomes for children in this age group may be missed as this implementation is in the early stages. A clear assessment of all children's progress ensures they receive developmentally appropriate activities and experiences. A good range of adult-led and free choice activities help children learn through play. These are adapted well to meet the needs of younger children. For example, children make salt dough to make Christmas decorations. Practitioners prepare a quantity of dough so that younger children who do not wish to mix the dough have time to manipulate it using their senses. During quieter times when older children are learning, younger children play outside or are supported well to participate in other play experiences.

Children spend their time purposefully. They eagerly participate in the activities provided and are confident to initiate their own play, independently accessing an appealing range of resources to effectively support this. For example, children play with cars and a garage, they use plastic tools to mend the cars and further this by building a road with bricks in another corner of the room where there is more space. Practitioners are skilled and effective in knowing when to direct and support play and when to allow children time, space and resources to develop planned activities and to initiate their own play and learning. Consequently, children become independent and confident in their own abilities, which results in good self-esteem and behaviour.

Helping children make a positive contribution

The provision is good.

Practitioners provide a caring atmosphere in which all children feel valued and special. Consequently, they develop a good sense of belonging. This is evident as they actively engage in the daily routines. Children take turns to ring a bell to identify the next activity, for example outdoor play or circle time. Children also help to tidy up and know where their personal belongings are kept. Children participate in a variety of activities and experiences to learn about the wider world in which they live. They go on walks within the school grounds to identify items and make picture books to remind them of what they see. Children are surrounded by a range of posters, dual language books and displays which help them to learn about other cultures and festivals. Consequently, they learn to understand and respect those who are different to themselves. Children with potential special or additional needs are quickly identified by the skilled and experienced practitioners. As a result timely contact is made with outside professionals. Consequently, individual support from experienced practitioners is implemented to effectively ensure the children's needs are met.

Children are encouraged and have time to make decisions about the activities they wish to participate in and when to eat their snack. Consequently, this successfully helps to develop their independence. Practitioners show commitment to helping children to achieve their full potential by effective interaction and discussions during play and activities. Consequently, children feel welcome in the group and develop a very positive attitude. Therefore, they show good self-esteem and behaviour. Practitioners are good role models for positive behaviour. They use consistent, developmentally appropriate strategies to explain to children why their

inappropriate behaviour is not acceptable and give clear guidelines as to the consequences of their actions. For example, children try to be the first in the queue from the hall. A practitioner explains that this is unfair and may make another child who is at the front of the line feel sad. She calmly asks the children to go to the back of the line. Children are happy to do this and are becoming aware of the feelings of others around them. A display of a kind heart beanstalk shows children are praised for helping their friends on the computer, giving another child a hug when she came back to playgroup after being ill, sharing and helping to put children's name labels on the board. As a result children feel their kindness is worthwhile as it is acknowledged and displayed for visitors and parents to see. Children are skilled at sharing and taking turns with toys and equipment Therefore, they play harmoniously together for sustained periods of time.

The partnership with parents and carers is good. Parents receive a clear prospectus in the form of a booklet at induction which explains the service provided and detailed policies. Further relevant information is shared by displaying notices, planning and regular newsletters. Practitioners ensure parents are kept well informed of their children's routines and achievements through daily discussions. Good two-way communication by all parties means children's current care needs are identified and met. Documentation regarding children is clear and supports their care. Discussions with parents and observations show parents are very happy with the care their children receive.

Organisation

The organisation is satisfactory.

The atmosphere in the nursery is warm, caring and loving as practitioners effectively portray this to children. Consequently, children feel safe and are very happy to be there. Practitioners are skilled and know when to allow children time and space to develop their own independence and play. Therefore, children move around the premises freely accessing stimulating activities and appealing resources. Practitioners promote an inclusive environment in which every child matters. The environment, time and resource are organised well to provide all children with a wide range of stimulating, developmentally appropriate play and experiences. Practitioners are skilled and clearly explain that new children attending the group need to feel confident and settled to ensure they benefit from experiences provided. The thorough recruitment and checking of new practitioners ensures that children's welfare is maintained well. New practitioners can successfully implement the group's policies and procedures due to the clear induction they receive. Consequently, this ensures they understand the aims of the group and contribute to children's well-being and care. Half of the practitioners hold recognised early years qualifications. The management shows a commitment to enhancing the professional development of their practitioners by providing opportunities to attend further training and supporting them in completing formal, recognised early years training. Consequently, the service provided promotes children's care, learning and play.

The management has a clear vision and commitment for the future of the playgroup and clearly understand what they need to do to achieve this. For example, practitioners have made a good start in planning, implementing and monitoring 'Birth to three matters', however, they know that further planning and implementation will ensure children's care, learning and play are fully

enhanced. The operational plan works well in practice. Clear policies and procedures are implemented and are sufficiently detailed to underpin the care of the children. As a result their current developmental and learning stages are known and the next steps for these are identified. Children benefit because the minimum number of staff required to work with them is exceeded. Practitioners are deployed to work directly with the children. Consequently, children's receive good developmentally appropriate care which supports their play. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that the 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.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

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):

- further develop hygiene routines. This is with regard to handling and feeding the pre-school pets
- develop the range of toys and resources for younger children
- update a policy in line with the latest regulations. This refers to the child protection policy.
- continue to develop and implement 'Birth to three matters'

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