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|--------------------------|-----------------|
| <b>Inspection date</b>   | 2 February 2015 |
| Previous inspection date | Not applicable  |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|--|-------------------------|--------------------|----------|
|  | Previous inspection:    | Not applicable     |          |
| How well the early years provision meets the needs of the range of children who attend |                         | Outstanding        | 1        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding        | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Outstanding        | 1        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                    |          |

## Summary of key findings for parents

### This provision is outstanding

- Children are provided with a superb range of high quality, challenging and interesting activities across all seven areas of learning. This means children are highly engaged and motivated to learn.
- Teaching is inspirational as staff play alongside children and engage them in challenging activities, which ignite children's imagination and curiosity.
- Staff observe children as they play and plan for their individual needs and next stage of learning. The tracking system for children's development is sharply focused. As a result, children receive timely interventions that provide targeted supported as required.
- Staff encourage children to do challenging things for themselves. This means that children gain independence and develop personal care skills that prepare them exceedingly well for their eventual move to school.
- Children are extremely happy, settled and feel secure at the setting as the key-person system is effectively implemented and makes a significant contribution to children's emotional well-being.
- High priority is given to safeguarding and protecting children. This is evident through highly effective practices that very successfully promote children's well-being and safety.
- Self-evaluation is highly accurate and sharply focused on developing the provision. The staff team are supported with a targeted training programme to increase their knowledge and develop their practice, which constantly enhances the quality of the provision.
- Children behave exceptionally well. They are involved in creating the rules for the pre-school which gives them a mature sense of responsibility for the setting.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- enhance children's already excellent social skills by providing them with even greater opportunities to play in smaller groups to promote deeper social engagement with their peers.

### Inspection activities

- The inspector toured the premises and outdoor area.
- The inspector held meetings with the manager of the pre-school.
- The inspector observed the children during activities both indoors and outdoors. She completed a joint observation with the manager.
- The inspector looked at a sample of children's records, achievement data and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents spoken to on the day and from information included in written parent feedback.

### Inspector

Tracy Hopkins

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The quality of teaching across all areas of learning is consistently high. Staff are deployed exceptionally well so that children taking part in all activities are engaged, challenged and are making exceptionally good progress. Staff work well in partnership with parents to support the children in their learning, for example, activity bags are sent home on a regular basis. These link activities done at pre-school to things that children can do at home. Staff play alongside children as they skilfully follow children's interests. Staff are skilled at extending children's vocabulary, pronounce words clearly, use lots of descriptive language and demonstrate consistently high communication skills. Children are developing excellent social skills as they share, negotiate and take turns, although more encouragement to play in small groups with their peers would enhance this even further. During an adult-led activity of weighing and measuring using scales and rice; children are expertly challenged to predict how many scoops of rice they will need to balance the scales. The children are actively encouraged to develop their thinking and problem-solving skills, as staff support children's play with a variety of teaching techniques. Consequently, children's progress from their starting points is excellent.

### **The contribution of the early years provision to the well-being of children is outstanding**

The pre-school environment is vibrant, inviting and highly stimulating for children. Staff are calm and caring, communicating respectfully with children and each other, creating a positive learning environment. Children are successfully learning about self-care and personal hygiene through consistent routines and staff support. For example, they are reminded to wash their hands after using the toilet, handling the schools farm animals and before eating. Children have ongoing access to the outdoor area, which means they receive plenty of fresh air and physical exercise to further promote their good health. Children are encouraged to assess and manage their own risk in the outdoor environment as they climb and jump on apparatus and balance on beams and stilts. This helps children to develop an understanding about how to manage their own safety. Staff are also vigilant and supervise the children extremely well as their well-being is given utmost importance.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Partnerships within the leadership and management team are very strong. The manager is supported by the head teacher of the main school and they work cohesively together to fulfil their responsibilities. The staff team evaluate and analyse weekly planning. They check that all the areas of learning are not only being covered but include appropriate levels of challenge for all children. As result of this precise and focused analysis, further planning is exceptionally well informed so that learning opportunities for children are maximised. This ensures children's care and learning needs are extremely well met. The robust safeguarding policy refers to allegations against adults and the use of mobile phones, assuring children's welfare. A fantastic partnership between staff and parents ensures key information is shared between them.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY486485                 |
| <b>Local authority</b>             | Leicestershire           |
| <b>Inspection number</b>           | 1011679                  |
| <b>Type of provision</b>           | Sessional provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 20                       |
| <b>Number of children on roll</b>  | 41                       |
| <b>Name of provider</b>            | Eastfield Primary School |
| <b>Date of previous inspection</b> | Not applicable           |
| <b>Telephone number</b>            | 01162694692              |

Tiddlywinks Pre-School opened in 1995. The provision operates in the grounds of Eastfield Primary School. Tiddlywinks is open Monday to Friday, 8.45am to 12.15pm and Wednesday and Thursday, 1.15pm to 4.15pm during school term times. The provision provides funded early education for two-, three- and four-year-old children.

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