

# Tiggy Winkles

Lower Ground Floor, Chivenor House, Drem Croft, Castle Vale, Birmingham, West Midlands, B35 7HY



<b>Inspection date</b>	19 December 2016
Previous inspection date	21 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The day-to-day leadership and management team is strong. Managers work well with an experienced, well-qualified staff team. They strive for excellence and are working hard to raise outcomes for every child in their care.
- Parent partnerships are very strong and this is clearly shown through the extremely positive feedback received. Parents are kept regularly informed of their child's progress and they contribute to children's next steps, which supports ongoing learning at home.
- Staff are good role models. They help children to learn expectations and boundaries and, therefore, their behaviour is very good. Children develop their social skills and play well together as they share and take turns.
- Children are very settled and happy. The well established key-person system helps children to quickly build strong relationships with staff. Staff are kind, nurturing and reassuring. They take the time to get to know every child and ensure their emotional and physical well-being are met very well.
- Staff provide a varied range of activities, both inside and outdoors. Children have independent access to many inspiring spaces where they can explore, investigate, use their imagination and develop their own ideas during their play.

### It is not yet outstanding because:

- Although the managers have begun to monitor the progress made by some groups of children, this is yet to be fully embedded to ensure every child is supported to reach the highest levels of attainment.
- Although staff benefit from regular supervision meetings and observe each other's practice, their professional development is not always focused precisely on raising the quality of teaching to outstanding.

## What the setting needs to do to improve further

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

- enhance the monitoring of groups of children's progress, in order to identify where learning can be enhanced further and they can be supported to make even more rapid progress in their learning
- enhance systems of professional development, so that it becomes astute and precisely targeted on raising the quality of teaching to a consistently outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the deputy manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and checked the evidence of suitability of staff working in the nursery.
- The inspector discussed the nursery's self-evaluation. She spoke to staff, children and parents during the inspection and took account of their views.

### Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of their safeguarding responsibilities. Policies and procedures are robust and implemented effectively. The manager attends local network meetings to keep up to date with current guidelines and legislation. Information is then shared with staff to ensure their knowledge remains current. Staff are supported effectively within their roles and some training needs are identified, such as mandatory training. Managers are reflective and work closely with staff, parents and children to identify where improvement can be made to ensure continuous progress. Partnerships with other professionals are good. Managers work closely with all those involved in children's care and learning to support their individual needs.

### Quality of teaching, learning and assessment is good

Children are extremely happy and staff interactions inspire them to lead their own learning and become absorbed in their play. Staff use a range of teaching methods and facilitate children's learning well. They identify children's capabilities through rigorous assessments and plan a good range of activities in response to their interests. Children's communication and language skills are developing very well. This is because staff use good teaching strategies, for example, modelling, repetition and skilful questioning. They listen attentively to children and respond well to their questions and ideas. Staff encourage children to make predictions, think critically and solve problems. For example, as children play at the creative table, they talk about what will happen if certain materials are added to water. Younger children group coloured materials together and older children enjoy grouping according to size and quantity.

### Personal development, behaviour and welfare are good

Babies and children settle quickly and gain a real sense of belonging because of the warm, caring interactions they receive from their key persons. They develop emotional security, which helps to prepare them for future learning. Staff use information gained from parents to tailor experiences that meet the individual needs of each child. Children are encouraged to lead a healthy lifestyle. They have ample opportunities to develop their physical skills and excitedly join in with dancing sessions. Babies and young children master new skills and older children take measured risks as they skilfully use age-appropriate play equipment. Children learn to be accepting of each other's similarities and differences and this is excellently role modelled by staff at all times.

### Outcomes for children are good

All children make at least good progress in their learning and are very well prepared for school. Children who speak English as an additional language or who have special educational needs or disabilities gain the support needed to close attainment gaps in their learning. Children are motivated and eager to achieve and their independence is fostered well. They grow in confidence and enjoy doing things for themselves. Children develop their concentration skills to help them stay focused. Recent staff training in letters and sounds has had a positive impact on raising children's attainment in literacy.

## Setting details

<b>Unique reference number</b>	EY273181
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1064498
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	The Merlin Venture Limited
<b>Registered person unique reference number</b>	RP524176
<b>Date of previous inspection</b>	21 May 2013
<b>Telephone number</b>	0121 747 3669

Tiggy Winkles was registered in 2004. The nursery is one of two nurseries in Castle Vale owned and managed by The Merlin Venture Limited. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two at level 4. Two members of staff are working towards a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special needs and disabilities.

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