

Tiddlywinks Nursery

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



Inspection date	17 December 2018
Previous inspection date	29 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager is committed to the continuing development of the nursery. She reflects on the quality of the nursery provision and evaluates how it supports children's learning and development. She seeks feedback and ideas from parents, children and staff to help her to target improvements to children's evolving needs.
- Staff work successfully in partnership with parents. They seek parental input into their assessments of children's progress. Staff share detailed information with parents about what children learn in the nursery. Staff work together with parents to promote children's next steps in learning in the nursery and at home.
- Children enjoy their time at the nursery. They enthusiastically engage in a wide range of interesting learning opportunities. Children develop good social skills. They seek out others to join in their imaginary play and they communicate well with their friends.
- Children develop secure attachments to staff. They enjoy sharing their news and achievements with staff and are confident to ask for support when needed. Younger children are reassured by the close attention and support they receive from staff.
- The manager does not place a sharp focus on targeting support for staff's continued professional development to their individual needs and skills to help them to achieve inspirational teaching.
- Sometimes, the learning environment in the Caterpillar Room becomes cluttered with toys. Staff do not act promptly to organise the environment in such a way as to promote younger children's developing focus and concentration.

What the setting needs to do to improve further

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

- strengthen the system for managing staff performance and provide staff with highly targeted and individualised support to help them to achieve consistently high-quality teaching
- enhance the planning and organisation of the learning environment in the Caterpillar Room and provide children with learning opportunities that consistently support their developing focus and attention.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery early years teacher.
- The inspector held a meeting with the nursery manager and early years teacher. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with several parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify the signs that indicate a child may be at risk of harm. They follow robust procedures to ensure that they report any concerns quickly. The manager takes decisive and prompt action to report any concerns to the relevant professionals. The premises are safe and secure. The manager ensures that only those staff deemed suitable to work with children do so. Staff are well qualified and demonstrate their secure understanding of how children learn and develop. They closely monitor children's progress and quickly identify any emerging gaps in their learning. Senior members of staff oversee the progress that different groups of children make to target teaching and learning opportunities more precisely. Staff use additional funding well to target areas where children need additional support, such as to build their confidence. This has a positive impact on children's overall progress.

Quality of teaching, learning and assessment is good

Staff know the children well. They know what interests children and incorporate their interests into daily learning experiences. Outdoors, older children think critically and work out how to reach a toy that is on a high tree branch. They use different sized sticks and work out which is the longest. They work together and negotiate with each other to successfully reach the toy. Children have plentiful opportunities to count. Older children learn to count individual objects. Younger children randomly recite numbers as they play. Staff support younger children's communication and language skills well. They comment on what children do and use simple language for children to hear and repeat. Some older children learn to write their name and identify sounds and letters. This supports their literacy development.

Personal development, behaviour and welfare are good

Staff use every opportunity to encourage children's independence. Older children capably get themselves appropriately dressed for outdoor play. Staff encourage younger children to have a go and give them time and space to try for themselves. Children have rich and interesting experiences outdoors to promote their physical well-being. They run and negotiate space safely. They learn about nature from first-hand experiences as they discuss the changes that happen to trees in different seasons. Children walk on different terrain to boost their physical skills. Children learn how to identify and manage risk. They know the rules and boundaries that they must follow, such as how many children are allowed in the hammock. Staff allow children to take small risks. Children safely climb in the hammock and gently swing themselves under staff's close supervision. Children behave well. They are kind to others and learn to share resources and take turns.

Outcomes for children are good

Children progress well from their starting points. They are confident and self-assured. They play cooperatively with others and help one another to achieve what they set out to do. Children are active and eager learners who enjoy trying out new learning opportunities as well as practising what they already know. Older children show good levels of concentration and determination to achieve a goal. Children are prepared well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY274887
Local authority	Suffolk
Inspection number	10066172
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	54
Number of children on roll	52
Name of registered person	Havers Development Ltd
Registered person unique reference number	RP521877
Date of previous inspection	29 July 2015
Telephone number	01379 586111

Tiddlywinks Nursery registered in 2003. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status, one with early years teacher status and one with early years professional status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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