

Tiddlywinks Pre-School @ Holy Trinity

HOLY TRINITY CHURCH ROOMS, Church Lane, Bromley, BR2 8LB

Inspection date

Previous inspection date

10/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

The quality and standards of the early years provision

This provision is good

- Staff demonstrate a good understanding of how to effectively meet children's individual learning and development needs. This means that children are making good progress from their starting points.
- Staff know the children well and build strong bonds and attachments with them all, which results in children being happy in the pre-school environment.
- The staff know their roles and responsibilities well and are fully aware of all the policies and procedure of the pre-school to keep children safeguarded.

It is not yet outstanding because

- Staff are good at talking to children about height and size during their play however there are fewer resources available in some areas of the pre-school for children to accurately measure things they make for themselves.
- Staff encourage children to develop their pre-writing skills during activities however there are fewer resources available for children to use to promote this further during role play.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager during a circle time activity.
- The inspector observed children playing in both the inside and outside learning environments.
- The inspector took into account the feedback from the parents during the inspection.
- The inspector sampled documentation of children's learning journeys, pre-school policies, procedures and documentation.

Inspector

Maria Powell

Full report

Information about the setting

Tiddlywinks at Holy trinity registered in 2013. It is situated in the London Borough of Bromley. The children have access to the main hall. They also have use of a garden space. Tiddlywinks at Holy trinity is open 8.45am to 3.15pm every week day, term time only. Children can attend for a variety of sessions. Morning sessions are between 8.45am and 12.15pm and afternoon session 12.30pm to 3.15pm. They are registered on the Early Years registered and both the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on role, all of whom are in the early years age range. The setting gets funding for the provision of free early education to children aged two, three and four. The nursery currently has 4 members of childcare staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- develop children's literacy skills further, for example, by improving the range of mark making resources available around the provision to promote pre-writing skills
- extend the range of resources available to children to further develop their awareness of mathematical concepts such as size and numbers during their everyday play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff welcome children into the nursery. They gather a good range of information about each child's background from the parents during the settling in process and on the registration forms. This information includes details on their starting points and any additional needs to be considered. Staff observe and assess children throughout the day. They make relevant observations which cover all areas of learning and use these to inform their planning. Staff ensure that parents are kept well-informed about their children's next stage of learning as they share with them the observations and photographic evidence they have recorded. This cohesive approach to learning helps promote continuity of learning between the pre-school and home.

Staff provide children with stimulating and interesting activities which are age appropriate and differentiated to provide appropriate challenge to all. This enables children to further challenge their abilities of chosen activities and therefore promotes their all-round learning and development. Staff encourage children to explore and investigate during activities. For

example, children enjoy playing with maths cubes to develop their counting skills as staff encourage them to count out each cube. There is a well-resource book corner where children can sit and listen to stories being read by staff or just 'read' a book by themselves. Staff have displayed pictures in the book area to help increase children's awareness that print carries meanings. This helps develop children's interest and understanding of print as they see words and pictures linked together. Staff encourage children to make marks and develop their pre-writing skills. However they miss opportunities for children to further develop this for themselves during their play. For example, by providing sufficient materials and pencils for children to use during their role play to practise purposeful 'writing' such as making a list. Nonetheless Children are overall making good progress in their literacy skills.

Staff use resources and activities to help children learn to share and take turns. For example, staff set out the pieces of a train track and this encourages children to play alongside each other to connect the trains together. Children also explore with magnets to find out what they are used for by attempting to attach the magnets to the chairs. Staff actively help and encourage children to explore the different parts of the chair, for instance the leg, to see the effect the magnet has with this. This further extends children's knowledge of how things work as they find out which objects stick to a magnet. This encourages them to become active learners and investigate and explore during their play.

Staff respond to children's interests well. For example, during circle time the children show excitement and enjoyment as they take out the 'What's in the box activity'. This activity encourages the children to develop their communication and language further as they have to describe the object they have removed from the box to staff. This allows children to extend on the language they already have as they use a variety of words and sentences to describe the object and what to do with it. For example, children tell staff 'You need to turn it', 'it goes upside down' or you 'You blow them'. This activity also helps children who may need additional support developing their speaking and language skills. Staff build on this by singing nursery rhymes with children as they take out visual cards to represent the rhymes they would like to sing. This all helps develop their communication skills and teaches them skills that support their future learning.

Staff provide a good range of resources for children to explore during their time at pre-school. Staff talk to children during their play and ask questions that encourage them to think. They talk about how high they build their towers and count the bricks. However, at times staff miss opportunities to extend children's mathematical awareness further by including resources such as measuring tapes to encourage children to investigate size and numbers for themselves.

The contribution of the early years provision to the well-being of children

The pre-school staff are very welcoming and greet families and children with enthusiasm when they arrive for their session. Staff build secure bonds with children for instance when children come into the pre-school upset they are quickly reassured by staff, so they are not upset for too long. There is an effective key person system in place. All the

children who attend the pre-school are assigned a key person and this information is shared with the parents when the children start. In addition all details about the key persons are displayed on the parent notice board to remind parents of who their child's key person is.

Staff teach children about healthy eating. They talk about how fruit is good for them and how healthy milk or water is. Children recall past experiences or activities as the staff ask the children questions, for instance "Why is milk good you". The children reply "It's for your bones" Showing they recall previous conversations around being healthy. The older children show high level of independence as they competently pour their drinks. Therefore children are developing their personal independence skills and learning about healthy lifestyles.

Staff act as good role models to children and as a result the children's behaviour is extremely good. Children routinely take turns and share with their friends and support each other through chosen activities. Children say 'please' and 'thank you' through various parts of the session. Staff give children plenty of praise for their own achievements. For example, when children make choices for themselves or listening well to the staff. Children smile when they hear the positive praise being delivered. This helps build children self-confidence and self-esteem.

Staff allow children time to be independent as they do things for themselves, such as finding their own coats on their pegs and confidently putting these on by themselves. Staff continually praise children which motivates them to 'have a go' and gives children time to achieve what they have set out to do. As a result of this, children are encouraged to be active in their learning and develop their own skills independently.

Parents from the pre-school value the feedback that is given to them from the staff in regards to their children's learning and development as well as what they have done during the day. They like how well the pre-school settle the children into the nursery as well as making the parents feel at ease during the settling-in process.

The effectiveness of the leadership and management of the early years provision

The provider/manager is fully aware of the safeguarding procedures in the pre-school, as she is able to deliver all the information to her team, through staff meetings and further in-house training. There are effective policies and procedures in place which work effectively for all the team. All the staff have been on relevant safeguarding training. They demonstrate that they are aware of what they would do if they had concerns about a child. Staff prioritise children's safety and treat them with respect at all times. They ensure that risk assessments are completed regularly and are able to identify and eliminate hazards in any areas used by children. Staff remind children about safety throughout their time at the setting, and given reminder that running in the pre-school is not safe. The children respond well and then remind each other about running inside. This shows that children are learning how to keep themselves safe.

The manager and the deputy both work together to ensure that the educational programmes are met by ensuring that activities are set out appropriately both inside and outside the pre-school. The planning links well to the children's next steps in learning and incorporates information given from the parents about the children's learning from home. This supports the children's learning further as the pre-school and parents work in close partnership together, promoting continuity of care. The staff work closely with the parents. For example they encourage parents to come into the pre-school so they can engage and play with their children and find out what they are learning. The provider/manager has begun to work with other early years settings. They gather information about schools the children will be attending and invite the teachers into the pre-school to see the children in their current learning environment.

There is a thorough induction process that is followed with staff. New staff are invited to the pre-school for a working interview, to work with the staff and the children so their practice can be observed. They are given a buddy staff member to shadow for guidance and support. There is a self-evaluation process in place to identify strengths and areas to develop further. All staff attend relevant training and courses that will continue their professional development. Some staff are completing further qualifications in order to improve their knowledge and therefore further support children in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY467230
Local authority	Bromley
Inspection number	929082
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	20
Name of provider	Victoria Parker
Date of previous inspection	not applicable
Telephone number	07909991595

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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