

Tiddlywinks Pre-School @ Petts Wood

GEA Hall, Woodhurst Avenue, Orpington, BR5 1AR

Inspection date

Previous inspection date

06/02/2014

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 focus well on meeting the individual needs of children with a planned approach to fostering their interests. This means that children are keen learners who are making good progress in all areas.
- Relationships are good on all levels which means that children are well behaved, kind and considerate towards one another.
- Assessments are accurate and completed regularly using information from home and observations of children in the pre-school. This means that staff work well with parents to plan for children's next stage in learning.

It is not yet outstanding because

- Although staff foster children's early reading skills through books and stories, they do not consistently teach children the sounds that letters make.
- Children do not have an area to hang up their coats and bags so it is sometimes difficult for them to find their own things or to develop respect for their belongings.

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 observed activities involving children and staff
- The inspector spoke to several parents and carers to find out their views of the nursery.
- The inspector carried out a joint observation of an activity with the nursery manager.
- The inspector met with the nursery manager and the owner to discuss practice.
- The inspector sampled children's records and documentation regarding staff checks and qualifications.

Inspector

Debra Davey

Full report

Information about the setting

Tiddlywinks Pre-school has been open for several years and under the current ownership since 2013. The premises are the Garden Estates Association hall in a residential area of Petts Wood, in the London Borough of Bromley. Children use the main hall and an adjacent side room. There are toilet and kitchen facilities. There is access to outdoor play space, including a grass area and patio area and an allotment adjacent to the premises. Children attend for a variety of sessions. There are currently 43 children on roll who are in the early years age group. The pre-school is in receipt of funding to provide free early education for two, three and four-year-old children. The setting supports children who have special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school opens Monday to Friday during school term times. The morning session is from 9.15am to 12.15pm. The lunch club is from 12.15pm to 1pm. The afternoon session is from 1pm to 2.30pm. The pre-school employs six members of staff, most of whom hold appropriate childcare qualifications. The manager holds a foundation degree in Childhood Studies.

What the setting needs to do to improve further

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

- further develop the programme for literacy by helping older children learn the sounds that letters make
- promote children's independence further by providing somewhere for them to hang their coats and bags.

Inspection judgements

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

Staff get to know children well when they first start, using information from home. They carefully record children's starting points and track their ongoing progress in the pre-school. This helps staff plan for the needs of each individual child and provide activities to interest them and make learning fun. There is good support for children's speech and language through small group activities designed to enrich their communication skills. For example, children are delighted to choose toys from the 'magic box' and describe to staff how the toys work. They concentrate well during group activities and discussions with staff, and are eager to show what they know. Staff demonstrate good teaching skills when they sit on the floor with children in small groups and use good eye contact, visual clues and picture cards to communicate with all children. Staff develop themes based around children's interests and familiar stories. They are currently learning about Chinese new

year and listen intently to stories staff read to them about this theme. They practise picking up objects using chopsticks which helps them develop their physical skills and counting. Staff introduce other mathematical concepts as children are encouraged to measure liquid in different sized containers. They learn about shape and space as they set out the train track and build bridges for the cars. Children have time to fully develop and return to activities because staff understand that children learn in different ways and provide a range of activities to suit different learning styles. They provide good individual support for children during their play and the positive relationships between staff and children further promotes learning.

Many children enjoy learning through the role play activities which are set out each day. They concentrate for long periods in the domestic role play area, stacking and emptying the dishwasher and feeding and dressing their dolls. They enjoy extended opportunities for free art and staff encourage older children to write their names on their art work. Although the pre-school is rich in print to help children learn their letters, less experienced staff are not always confident in teaching children the sounds that letters make.

Detailed progress records are shared with parents so that they can see the progress and support their child at home. Staff also provide ideas for learning activities in newsletters and e-mails. This means that parents and carers become involved with the life of the pre-school and this helps children make good progress in all areas of learning.

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

Children are happy and confident in the pre-school because staff greet them warmly and they quickly become absorbed in their play. They sit well at circle time for registration and show that they understand that the register is important 'in case there is a fire.' Staff have clear expectations of how children should behave and use positive language such as 'kind hands' and 'good walking' should children need reminding. This promotes positive behaviour with individual children when appropriate. Resources are well-organised into areas of learning to help children make independent choices. Additional resources are stored in clearly labelled boxes and children help themselves, for example, to extra track for the train set when they require it. They have daily opportunities to play outside and staff encourage them to put on their own coats and shoes. However, there is nowhere for children to hang up their coats meaning that staff and children have to search for individual items. This does not fully support children's independence. Staff encourage children to try new skills using the daily routine. For example, they have changed the arrangements for snack to enable children to prepare their own fruits, help themselves to food and pour their own drinks.

Children learn how to keep themselves safe and develop healthy lifestyles through reminders from staff and the daily routine. Children learn to challenge themselves physically when they use the outdoor play equipment and dig for worms on the allotment. They grow fruit and vegetables which ripen during term-time, such as berries for summer and pumpkins for autumn. This helps them learn where food comes from. Healthy snacks are provided and information about the contents of a healthy lunchbox is set out in a

newsletter for parents. Children help themselves to drinks when they are thirsty and have a social lunch time together. After lunch, children enjoy time for yoga as they practise stretches and breathing to classical music. This helps them to learn how their bodies work and respond to gentle exercise.

Staff work well to support children during changes in their lives. For example, planned topics and stories are introduced for the arrival of a new baby. Staff have made books of photographs of the members of each key person group to help children develop a sense of belonging. Children enjoy books about and visits to their local school which helps prepare them for the changes to come.

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

The leadership of the setting is good. This is the first inspection since the pre-school has changed to single ownership, as it was previously a partnership. The owner has appointed a new manager who works directly with the staff to influence their practice. As a result, many aspects of the quality of teaching are very good. The manager uses regular meetings and feedback from staff, children and parents to reflect on practice and to drive improvement. She works closely with the owner and both have a good understanding of their legal responsibilities to safeguard children and support their welfare. All required policies and procedures are in place and regularly reviewed and updated. There is a programme of support and supervision for the staff which includes induction and ongoing training. For example, all staff are trained in safeguarding and know what to do if they suspect a child is at risk from harm. The deputy is the representative for health and safety, using regular risk assessments to ensure that any hazards are identified and reduced. There are robust systems to ensure that adults working with children are suitable, including a record of disclosure checks for all staff.

Regular staff meetings, peer observations and appraisals are used to help staff develop their expertise and skills. This has a positive impact on the quality of the experiences for the children attending. There are good partnerships with other professionals should children need extra help, such as speech therapy and links with local schools. Parents and carers spoken to during the inspection were very happy with the pre-school and several have returned with younger brothers and sisters of their older children who have now moved on to school. They feel well informed about their child's progress and appreciate the support for children with additional needs. This shows that the pre-school is highly valued in the local community.

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	EY467241
Local authority	Bromley
Inspection number	929083
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	43
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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