

# Tiggywinkles Day Nursery

73 Orford Lane, WARRINGTON, WA2 7BS



## Inspection date

4 August 2015

Previous inspection date

15 May 2012

<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
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Exceptional support is given to children with special educational needs and/or disabilities. Partnership working with other professionals and agencies helps children to make the best possible progress given their starting points. Targeted plans are followed to ensure that children have their individual needs met.
- Staff have an excellent understanding of how to keep children safe. There are thorough and clear procedures in place should staff have any safeguarding concerns about children. Children are taught how to keep themselves safe and are confident in assessing their own risks by identifying dangers within the indoor and outdoor environment.
- Staff consistently give children an abundance of attention, time and praise, which helps to support their emotional well-being. This contributes towards every child being valued and feeling special in the nursery and their behaviour is excellent.
- A key strength of the provision is how effectively staff work with parents. Excellent relationships are formed, through which regular information is shared about children's achievements and development.
- The manager and staff have a clear understanding of the strengths and weaknesses of the setting. They reflect on their practice thoroughly and successfully include parents and children in their self-evaluation.

### It is not yet outstanding because:

- On occasions, during planned activities, staff in the pre-school room do not always make the most of opportunities to challenge and extend children's thinking skills.
- The programme of professional development is not yet sharply focused and targeted to provide opportunities for staff to reflect on their practice and knowledge.

## What the setting needs to do to improve further

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

- encourage staff in the pre-school room to take every opportunity during planned activities to challenge and extend children's thinking skills even further
- provide more opportunities for staff to fully reflect on their practice and knowledge to take teaching to the highest level.

### Inspection activities

- The inspector looked at children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to both children and staff and observed play and learning activities within the main environment and the outdoor environment.
- The inspector held a meeting with the manager and checked evidence of the suitability and qualifications of staff working with children, policies, procedures and the nursery's self-evaluation.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a tour of the premises.

### Inspector

Alison Regan

## Inspection findings

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

All the staff are highly qualified and have a good knowledge of how children learn. Staff provide a rich and varied programme of activities for children. This helps all children make good progress, in readiness for the next stage in their learning. Staff complete accurate observations of what children can do and these good assessments form the basis of what children need to learn next. Regular exchanges of information about children's achievements and parents' positive contributions to children's assessments help to ensure that children's learning is supported at home. Children's communication and language skills are generally well promoted throughout the nursery, as staff interact well with them and engage in constant discussion throughout their play. For example, staff challenge the children to work out how and discuss with their friends how they are going to move the ball from one side of the gutter to another. However, this is not always the case during planned activities. This is because, staff miss opportunities to challenge and extend children's thinking skills.

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

Children have access to an extensive range of high-quality resources that offers them freedom to choose where and how they play, whether it be indoors or outdoors. Children's individual needs are superbly met because staff have an in-depth knowledge of their particular needs and preferences. Parents build excellent relationships with the staff and children flourish during their time at the nursery. Staff promote and model excellent hygiene practices and children understand these practices from an early age. Children fully understand the importance of a healthy and balanced diet and are fully involved in developing healthy menus throughout the year. Staff provide a variety of outdoor activities to support children's physical skills and develop their muscles. Older children are prepared exceptionally well for their move to Reception class through strong links with local schools.

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

Management has a very good understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. The management and staff team work well together, and this is reflected in the happy atmosphere created for children. Staff benefit from opportunities to undertake training, and staff meetings are regularly used to cascade knowledge and best practice. This contributes towards positive learning experiences for children. Staff have regular supervisions and the manager completes observations of staff to ensure that the quality of staff practice is at least good. However, the manager does not always provide opportunities for staff to reflect on weaknesses identified during the staff observations to further improve practice. Therefore, even though teaching in the setting is good, the manager has the capacity to raise the quality of teaching even further. The management team work together to check children's progress. This helps to ensure that any gaps in learning are quickly identified.

## Setting details

<b>Unique reference number</b>	EY440256
<b>Local authority</b>	Warrington
<b>Inspection number</b>	874678
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	100
<b>Number of children on roll</b>	196
<b>Name of provider</b>	Andrea May Scott
<b>Date of previous inspection</b>	15 May 2012
<b>Telephone number</b>	01925 444 559

Tiggywinkles Day Nursery was registered in 2011. The nursery employs 23 members of staff, of whom 20 hold appropriate early years qualifications at level 3 or above. One member of staff holds Early Years Professional status. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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