

Tiddlywinks Pre-School @ Petts Wood

GEA Hall, Woodhurst Avenue, Orpington, BR5 1AR

Inspection date	13/06/2014
Previous inspection date	06/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children enjoy strong relationships and have close bonds with staff. As a result, they are happy and keen to learn and grow rapidly in their self-assurance.
- Staff support children's learning well. Therefore, children are making good progress from their starting points.
- Leadership and management of the setting are good. Management implement consistent practices to monitor practice and ensure that children progress well.
- Staff follow the clear safeguarding procedures, which safeguards the children.

It is not yet outstanding because

- Staff do not all actively promote children's early writing skills on a daily basis in the outside play areas.
- The organisation at the end of the session means that at times children can be sitting for extended periods. This leads them to become restless which reduces learning opportunities for them.

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 in the main play rooms and the outdoor play areas.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the inspection. The inspector also gathered the views of the parents.
- The inspector looked at children's learning journeys, planning documents and children's records.
- The inspector observed safeguarding practices and looked at the settings safeguarding policies and procedures.
- The inspector invited the manager to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Tiddlywinks Pre-school has been open for several years and registered 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 53 children on roll who are in the early years age group. The pre-school receives funding for the provision of free early education to children aged two, three and four years. 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 nine 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:

- strengthen children's early writing skills by making sure resources are consistently available during outside play

- reorganise activities at the end of the session to reduce the time children spend sitting to stop them becoming restless.

Inspection judgements

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

Staff provide good quality teaching which helps children to make good progress in their learning and development. All staff effectively plan activities and experiences that promote the children's individual next steps and the children's learning and development. Staff successfully track the children's progress towards the early learning goals. They use information gathered through observation and assessment to see if there are areas of learning where children require extra support. Staff use this to inform the planning of activities to progress the children further. The staff carry out progress reports on a regular

basis and complete progress checks for children aged between two and three years. Staff share these detailed reports with the parents so they can see the progress their children are making.

Staff work closely with the local early years advisors. They seek advice from them to support children's learning and development and to safeguard children who attend the pre-school. They also work closely with the local schools the children will attend. Staff share with the teachers what the children are currently working towards and the children's stages of development. Staff also invite teachers into the pre-school to meet the children and see them at play. This provides good continuity of care for the children and helping children prepare for the move to school.

Children enjoy a good range of learning experiences in the pre-school, which actively promotes their learning and development across the seven areas of learning. However, staff do not always actively promote children's early writing skills in the outside play areas. For example, children do not have opportunities to practice their early writing skills when playing outside. This is because staff do not set up resources for them. Children do have opportunities inside to practice these skills. They use writing areas to practice these skills and resources in the role play areas to promote this emerging skill.

Children thoroughly enjoy re-enacting what they had seen on an outing to the shoe shop the previous day. They all work well together and pretend to measure each other's feet. Staff have set up a role play shop with shoe boxes and tills for the children. This allows the children to enhance their imagination and turn taking. Staff sit with the children and promote their emerging mathematical skills well. They achieve this by measuring the children's feet and looking at the different sizes. They use descriptive words, such as bigger than, smaller than and the same to describe the sizes. This is good quality teaching.

Staff provide a good standard of care by creating a safe learning environment where children can play, learn and develop well. They promote learning well because staff provide a good range of activities and experiences covering all areas of learning, both indoors and outside in the garden areas. This effectively supports children, as activities are interesting and individualised to meet specific learning needs. Overall, children receive a good preparation for the next step in their learning.

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

Children have secure bonds with the staff, which builds on their self-esteem and their confidence. The good quality of teaching allows children to become confident learners. Staff use resources well to promote all areas of learning. They store resources so that children can freely choose what they want to use in the hall, enhancing their independence. During tidy-up time children are skilled in handling the resources to put them away. They work very well together to pack away toys and lift items. This promotes positive behaviour management. All staff are consistent in their approach to behaviour management. They teach the children about what is right and wrong. They also teach the

children well about working together. Given the children's ages and stages of development they behave well. However, towards the end of the session children get restless as they sit for an extended period waiting to move to the next part of the routine. Consequently, this reduces their ability to listen and learn from the story staff read to them.

All children learn about good hygiene routines. For example, they routinely wash their hands at appropriate times throughout the day. Children enjoy valuable social experiences during snack and mealtimes. After washing their hands, they come to sit down to work with the staff to prepare their snack. Staff sit with the children at meal times, teach them the importance of healthy eating and promote their well-being. For example, they remind the children that due to the hot weather they need to drink plenty of water to stay healthy. Children pour their own drinks during the session and at snack times. This promotes children's independence and self-help skills well.

The pre-school has an effective key person system in place that promotes the children's learning and development well. They work alongside the parents to settle the children into the pre-school and gather information from them that staff use to inform the planning. This enables the staff to plan successfully to meet the children's individual needs. Staff support the children's independence skills, for example, they encourage them to put their own shoes on before going into the garden. Children's independence skills are further enhanced during role play activities when the children dress up. Children are skilled in dressing and undressing with very little support from the staff.

Children learn about keeping safe through the staff's effective support. For example, staff teach children about wearing hats when playing out in the sun and make sure children walk when they are in the main hall. Staff also assess the time the children spend out in the sun and explain to them the reasons they come in early to keep themselves safe from the sun. Staff complete regular risk assessments to identify and minimise any safety hazards. Children also participate in regular fire drills. This helps children to understand what to do in the event of an emergency.

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

The pre-school management demonstrate a good awareness overall of the requirements of the Early Years Foundation Stage. The provider has a clear understanding of the requirements to notify Ofsted, the local safeguarding children's board and other agencies if she has any concerns regarding the safeguarding of children. The provider follows advice given to her and records all information down to keep a clear record of any concerns and any conversations that have taken place. This enables the provider to track the progress of concerns and what steps she needs to carry out next. The provider works well with the other agencies regularly sharing any information with them that can help to keep children safe from harm.

Staff have a secure knowledge of the pre-school's safeguarding and child protection arrangements. They understand and implement the safeguarding policies and procedures

well. These include the whistle-blowing policy and what they need to do if they have a concern about a member of staff or the manager. They are also fully aware of who to report any concerns to and the timeframes to do this in. This further enhances the safety and wellbeing of the children. The provider uses detailed risk assessments to maintain a safe play and learning environment. The provider follows robust recruitment procedures to check the suitability of staff working with the children. All staff are subject to vetting procedures and the provider records the relevant details to show the staff's suitability. The provider makes sure she carries out health checks and obtains reference checks for all staff. The provider also carries out further suitability checks on the staff throughout the year, during appraisals and supervisions, to make sure they are still suitable to work with the children. As a result, staff are suitable to care for children.

The manager carries out regular supervisions with each member of staff. The provider carries out the appraisals with the staff during the year. Both the provider and the manager encourage professional development and together identify any staff training needs. Staff attend regular training provided by the local authority and through other settings to enhance practice and promote children's learning and welfare. Recent training has included, safeguarding children. Staff deploy themselves effectively around the pre-school to maintain ratios and to supervise children to further enhance their safety. Staff evaluate the planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the planning and evaluation of practice. The manager monitors the observations and the planning staff carry out for children to make sure it reflects the children's individual needs.

Staff work closely with the parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about their children's development. Staff invite parents into the setting to talk about the activities that are on offer and how they support the children's learning and development. In discussions with parents, they are very happy with the care the staff provide and progress they can see their children making. Staff also work very closely with other agencies that are involved in the children's care. This provides continuity of care and learning for all children.

The provider's self-evaluation process is good. The manager and the provider works with staff and the parents to make changes to practice and activities in the pre-school. Staff involve the parents by gathering their views on the service they provide using questionnaires. Their views are valued and used to target aspects for improvement. The manager continually looks at the learning environment to make changes to improve the children's learning and development. For example, staff now carry out key person group activities with their key groups. The manager has found this beneficial in supporting the children to work towards the early learning goals. Staff use the children's participation in activities to gauge their interests. Staff also sit down and carry out short interviews with the children to gather their views by asking them questions about activities that they like and ones they do not like. This allows the staff to adapt activities to meet the children's individual needs. Staff are responsive to the users of their service. This shows a positive impact on the well-being of the children and that the management team are committed to driving continuous improvement.

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	962166
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	53
Name of provider	Victoria Parker
Date of previous inspection	06/02/2014
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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