

Inspection of Tiddlywinks Pre-School

Stretham Primary School, Wood Lane, Stretham, ELY, Cambridgeshire CB6 3JN

Inspection date: 21 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff at this pre-school warmly greet each individual child into the setting. They acknowledge something special about them on the day, such as a hair decoration or something they are wearing. This makes them smile and contributes to children settling quickly and happily. Children demonstrate that they feel safe and secure with the adults who care for them. They eagerly want them to join in their play, show them things they have made and engage in conversation.

Leaders want to give children the best start in life. They create an environment that gives children access to a broad range of play and learning opportunities that motivate them to learn. Staff respect and extend children's interests in their play. For example, due to an interest in harvesting, children have set their own carrots and potatoes and explored a number of vegetables, such as beetroot and sugar beet. Children learn about how and where the different vegetables grow.

Staff help children to recognise and manage their emotions. Children are kind and show empathy towards their friends. Staff consistently help them to understand the consequences of any small behaviour issues and think about how they could do things differently. Children respond well to constant praise for their achievements, which helps to raise their confidence and self-esteem.

What does the early years setting do well and what does it need to do better?

- Leaders have reflected on some of their processes since the last inspection and now have secure systems in place to ensure that Ofsted are provided with the details of all committee members to enable them to carry out suitability checks.
- Leaders implement an effective curriculum that helps to build on what children know and can do. There is a strong focus on helping children to develop their independence and strong communication skills before moving on to school. Leaders gather essential information from parents during home visits at the start to help establish children's starting points. They use this information to begin tailoring each individual child's learning needs and experiences.
- An ongoing programme of professional development opportunities continually helps staff to build their skills. Staff are knowledgeable and generally extend children's learning through play and conversation. For example, they help children compare sizes and features of toy dolphins and whales in water play. During an energetic group game, they talk about the effects of exercise on our bodies and what happens to our hearts. However, on a few occasions some of the eldest children do not receive enough challenge to fully extend their knowledge and some learning opportunities are missed.
- Children, including those who speak English as an additional language, communicate well. They enthusiastically hold conversations with the staff and

their peers. They describe to staff what they were doing when they look at photographs of themselves on the wall. Staff sing with children. They show children how to tap a rhythm. They read books to children and ask questions about the story to encourage their thinking skills.

- Staff consistently encourage children to develop independent skills and a 'can-do' attitude. Children, including the youngest, dress themselves in wet suits and wellington boots for outdoor play. At snack time, they use a knife to spread butter on their cracker and help to tidy away after themselves by placing their cup and plate in the sink. Children show good perseverance in activities to reach their intended outcome. These skills are beneficial in helping children succeed in future life and education.
- Positive, friendly relationships have formed with parents. They receive regular communication about their children's time in the pre-school and the progress they make. Parents contribute to their children's learning. For example, they help make 'all about me' boxes for children to show to their friends in the pre-school. Photos and favourite toys provide the inspiration for lots of discussion about children's families and special people in their life. Parents are very complimentary of the pre-school and the staff who care for their children.
- Staff working with children with special educational needs and/or disabilities know the children and their families well. They work closely with other professionals to help children receive appropriate support to help them make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff can consistently demonstrate a good understanding of safeguarding issues and procedures. They can recognise and discuss a wide range of potential risks to children and know how to report any concerns they may have about adults and children both within the pre-school and to the appropriate authorities. Leaders follow robust recruitment processes that help to assure the suitability of adults working with children.

What does the setting need to do to improve?

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

- find more ways to offer challenge, especially for the eldest children, to consistently extend their learning.

Setting details

Unique reference number	EY397467
Local authority	Cambridgeshire
Inspection number	10269866
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	Tiddlywinks Pre-School Committee
Registered person unique reference number	RP529158
Telephone number	07483 175232
Date of previous inspection	30 November 2022

Information about this early years setting

Tiddlywinks Pre-School registered in 2009 and is a registered charity managed by a voluntary committee of parents. The pre-school employs three members of childcare staff. All staff have appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Thursday, 9am to 3pm, and on Friday, 9am to 12pm, term-time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the early years foundation stage curriculum with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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