

Inspection of Tiddlywinks Day Nursery Ltd

116 Hill Lane, Blackley, Manchester M9 6PW

Inspection date: 16 February 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children truly flourish in this exemplary nursery. Staff foster close professional relationships with children and their families. As such, children develop powerful connections to the staff, who care for them. Children feel a significant sense of belonging. They express their self-confidence in abundance. Every room of the nursery is full of energetic, lively and cheerful staff and children. Children's independence skills are well nurtured. For example, babies impressively pass bibs to their friends and attempt to put lids on their cups. Toddlers safely carry chairs to the table. Pre-school children adeptly serve their food and clear away instinctively after meals. Children are learning how to play and work cooperatively.

Leaders have the highest ambition: for all children to fulfil their potential. Children are incredibly motivated to learn. They show continuous and intense concentration in their play. This helps children to develop knowledge, skills and behaviours that exceed expectations for their age. For example, babies delight in using pincers to fill containers with spaghetti. Two-year olds skilfully ride tricycles with speed and precision. Older children know that daily toothbrushing is essential to successfully 'remove all the plaque' from their teeth. Children retain information well and build on their knowledge swiftly. They remember that mixing vinegar and bicarbonate of soda will 'make an explosion'. Children test out ideas and learn about reactions as they create a 'potion'. Children, including those with special educational needs and/or disabilities (SEND), are extremely well prepared for their future education.

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

- Leaders and staff have a superb understanding of their creatively designed curriculum. The ethos of continual, high-quality professional development enables staff to implement the curriculum effortlessly. Leaders support staff to constantly reflect on their practice. Training needs are identified through evaluation of several performance management processes. Staff are supported to improve their knowledge and skills to the highest levels. This supports all children's excellent development. The well-being of staff is exceptional. Staff have access to an employee assistance programme through which they thrive, both inside and outside of work.
- The quality of education is outstanding. Teaching and learning is rich, varied and imaginative. For example, staff read toddlers the story 'Whatever Next?'. They use dramatic voices that captivate children's attention. Children learn to use new words, such as 'aeroplane' and 'moon'. Children play together imaginatively, making rockets and helmets and using real boxes and colanders. Later, children are supported to recall their learning as staff reread the story, and they discover that a real picnic has been left for them to enjoy. Children learn actively and rapidly by connecting all the new ideas presented to them.

- Support for children with SEND is of the highest quality. Experienced leaders and staff seek support and advice from a range of professionals, including staff at a local special school and peripatetic teachers. For instance, a teacher of deaf people visits weekly to support children who are deaf. This, combined with the detailed knowledge gathered about the children, enables them to put in place the appropriate early support required for every child to succeed.
- Communication development is precisely sequenced across the nursery to continually challenge children to extend their language. Staff instil a love of books by planning for a book of the month and an author of the term. Babies learn simple words, such as 'duck', as they join in with the books and songs during the day. Toddlers hold thoughtful conversations with the inspector about the vegetables they are playing with, naming 'eggplants' with ease. Older children correctly tell staff that their name 'starts with the same sound as apple'. Staff make excellent use of strategies to support children when they identify gaps in their speech, language or communication development. Consequently, children are confident communicators.
- Children are developing very positive attitudes towards the world around them. They visit a care home, where they talk to elderly residents. Fundraising activities such as a 'Christmas Shop' provide children with the opportunity to think of other's needs. Celebrations within the nursery are relevant to the cultures of the children and staff. Trips to China Town, for instance, enable children to learn more about cultures other than their own. Children are learning to use sign language so that they can communicate with children who cannot use or hear words. Children learn how to respect others and that they are respected for who they are.
- Partnership with parents is a remarkable strength of the nursery. Staff visit children at home before they start. Parents are fully involved in planning for their child's time at the nursery. The specialist catering manager meets with families to plan every child's individual dietary needs. Parents are frequently invited to events at the nursery, where they are informed of their child's progress. They are offered first-aid courses to keep their children safe. Home learning bags are provided, to help parents prepare their children for the move to school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a strong culture of safeguarding. All staff have a secure understanding of their role and responsibility in protecting children from harm. They understand the signs and symptoms of abuse and exploitation. Staff know who to contact should they have concerns about the behaviour of a colleague or other professional. Opportunities are provided for staff to discuss safeguarding briefings with the Manchester Safeguarding Board. This helps staff to develop a vast knowledge of different topics, which helps them to keep children safe. Staff provide parents with information to help them keep their children safe at home, such as safer sleep information.

Setting details

Unique reference number	EY498659
Local authority	Manchester
Inspection number	10278150
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	66
Name of registered person	Tiddlywinks Day Nursery Ltd
Registered person unique reference number	RP526674
Telephone number	01617214278
Date of previous inspection	23 May 2018

Information about this early years setting

Tiddlywinks Day Nursery Ltd registered in 2016. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, including one early years teacher and one early years professional. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- 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 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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