

# Inspection of Tiddlywinks Day Nursery

6 Manchester Old Road, Bury BL9 0TB

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Inspection date: 3 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Leaders and staff are passionate, dedicated and committed to providing high-quality care and learning for all children. Leaders and staff work together to provide children with an ambitious and exciting curriculum. This takes account of the skills that children have on entry and is carefully sequenced throughout the provision to help children achieve their full potential. All children, including those who are funded and children with special educational needs and/or disabilities, are gaining the skills they need to be ready for school.

Leaders have high expectations for all children. They are aware that some children's starting points may vary depending on their individual experiences. In addition, leaders have carefully considered how to deliver the curriculum for children in receipt of early years funding. This intuitive, reflective practice has enabled leaders to make changes to ensure the curriculum benefits all. As a result, all children make the progress they are capable of.

Staff gleefully greet children at the door as they arrive. Staff show a genuine interest in children and talk to them about what they have been doing at home. Staff also make the most of this time to hold pertinent discussions with parents. As a result, all children, including those who are new to the setting, enter confidently and are eager to start their day. Staff are excellent role models and have high expectations for children's behaviour. As a result, children behave well and have good levels of emotional intelligence.

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

- Leaders and staff create a warm, inviting and welcoming environment for children to learn. Staff provide lots of experiences to enhance the curriculum for children. These include studying artists, museum trips and visits to the local residential homes and parks. These opportunities help children to understand more about their local and wider community, develop their confidence and experience awe and wonder.
- Staff benefit greatly from a robust cycle of supervision, coaching and training. In addition, their well-being is extremely well promoted. Staff report that they are incredibly happy in their work, feel valued and are part of the 'Tiddlywinks family'. However, leaders do not always ensure that staff know how to adapt the routine as necessary in order to more closely meet children's needs.
- Staff know their key children very well and build strong bonds with them. Babies snuggle into the key carer and are gently rocked to sleep. Toddlers confidently seek support from staff as they attempt to wash their own hands. Staff support older children to become increasingly independent and do things for themselves. For example, children put on their wellies and fasten up their own coats.

- Staff are skilled in supporting children's developing communication and language skills. They provide a narrative for babies and toddlers and encourage them to repeat familiar words. Older children take part in targeted sessions that help them become even more confident to talk and express themselves. For example, children are eager to tell visitors what they have done at the weekend with their families.
- Staff provide excellent opportunities that support children's physical development. Staff help babies to roll over, sit up and crawl. Toddlers gain confidence in moving their bodies as they bend and stretch during a yoga session. Older children use their hands and fingers to make marks in paint, manipulate clay and use tongs to pick up conkers, leaves and twigs. This helps children to develop the skills needed for later writing.
- Partnerships with parents are strong. Parents speak very highly about leaders and the staff. Staff work diligently with parents from the outset. They gather robust information and take time to get to know children and their families. For example, staff visit children in their own homes as well as providing opportunities for children to visit the setting. This helps children to be emotionally ready for the move to nursery.
- Children behave very well overall. Staff make good use of stories and the 'emotion station' to help children understand their own and others' feelings and emotions. As a result, children are kind and considerate.
- Food provided for children is highly nutritious. The catering manager works with staff and parents to ensure children's individual dietary requirements are meticulously met. In addition, she shares recipes with parents to help them further support children's good eating habits at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have attended safeguarding training and receive updates to keep their knowledge up to date. Leaders ensure all staff, including those new to the nursery, have a thorough understanding of their roles and responsibilities to keep children safe. This includes what they need to do should they have a concern about another member of staff. The recently revised procedures for dealing with child accidents are understood and implemented consistently by all staff. Children are learning to keep themselves safe. For example, they know to hold the handrail as they go up the stairs.

## **What does the setting need to do to improve?**

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

- provide greater support for staff so they are more confident and able to respond to the individual needs and wishes of children.

## Setting details

<b>Unique reference number</b>	EY550446
<b>Local authority</b>	Bury
<b>Inspection number</b>	10309458
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Tiddlywinks Day Nursery Ltd
<b>Registered person unique reference number</b>	RP526674
<b>Telephone number</b>	07973900167
<b>Date of previous inspection</b>	12 June 2019

## Information about this early years setting

Tiddlywinks Day Nursery registered in 2017 and is located in Bury. The nursery employs 20 members of childcare staff. Of these, one holds early years professional status, two hold a qualification at level 6, and 14 hold appropriate early years qualifications at levels 2 to 4. Three members of staff are unqualified. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm.

## Information about this inspection

### Inspectors

Donna Birch  
Rachael Flesher

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and deputy manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager and deputy manager both carried out a joint observation with the inspectors of two different activities.
- The inspectors spoke to the staff throughout the inspection.
- Children spoke to the inspectors about their friends, family and what they like to do while at the nursery.
- The inspector spoke to parents and took account of their views.

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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