

# Tiny Happy People Pre-School Nursery

Inspection report for early years provision

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**Unique reference number** 107090  
**Inspection date** 23/06/2009  
**Inspector** Timothy Butcher

**Setting address** Easton Christian Family Centre, Beaufort Street, Easton,  
Bristol, BS5 0SQ  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Tiny Happy People Nursery has been registered since 1998 and operates from within the Easton Families Project, Easton, Bristol. The group have use of a purpose built, self-contained unit on the first floor. Children have access to a large playroom, toilet facilities and a fully enclosed outdoor classroom. The nursery opens Monday to Friday term time only. Sessions are from 09.30 to 12.00 and 12.30 to 15.00 with the option for children to stay for lunch. The nursery offers care for children within the early years age group. The facility for children under two years is not yet in operation. Currently 42 children attend throughout the week for a variety of sessions. The setting receives funding for free early education. The setting supports children with learning difficulties or disabilities and children who speak English as an additional language. Four members of staff work with the children. All staff, including the manager, hold a level 3 qualification in early years. The nursery receives support from the Local Authority. The group have achieved the Bristol Standard for Early Years Quality Assurance Award.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make excellent progress in their learning and development. They thrive in a learning environment that is often vibrant. The general health and safety of children is strongly promoted because the setting gives due regard to the welfare requirements. The individual needs of children are very closely met because an excellent partnership with parents exists. The whole staff team share a strong commitment to the continuous improvement of the setting.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- refine further the system for gathering information about children's starting points.

## The leadership and management of the early years provision

The quality of the leadership and management is excellent. A clear system of self-evaluation and monitoring ensures that actions are well targeted to bring about improvements. The whole staff team is involved in this ongoing process that places the needs of children first. A well qualified staff team work enthusiastically with the children and are focussed on providing high quality care and education.

Policies, procedures and other documentation are suitably well maintained and strongly support the smooth running of the provision. There are no breaches of specific requirements. Medicines are safely administered to children and parents

sign to give their prior permission for this; however, they are not always asked to sign an acknowledgement that the information has been shared, although this is seen as good practice. Staff have a good understanding of their child safeguarding responsibilities overall and further training has been identified to further secure this knowledge. A robust system is in place to check the suitability of staff and as a result children are safeguarded.

The children that attend the nursery come from very diverse cultural backgrounds. Inclusion is very strongly promoted throughout the whole nursery at every level. There is a clear identification of each child's individual needs and planning processes are responsive to their needs and interests. All children are treated with respect and have their diversity highly valued. Adults effectively engage with all children and their families, and work hard to overcome barriers which might prevent children's achievement. The nursery places a very strong emphasis on effective communication with parents. Care arrangements are fully discussed and agreed and an initial home visit is offered. Parents receive detailed information about the provision and of their child's progress and are invited to regular consultations. They have access to their child's learning profile and are invited to contribute to their child's learning through the sharing of home news on a wipe board. Parents in general report very positively on the care arrangements and on all aspects of the provision.

## **The quality and standards of the early years provision**

Children relish their time at the nursery. They are enthusiastic learners because the learning environment is made accessible and vibrant with a continuous provision of rich activities. Comprehensive information about children's interests is gathered and used effectively to provide activities that are purposeful and meaningful to them so that they maintain their fascination and interest. Free-flow activities encourage all children to exercise choice and to explore, often with all their senses. Children equally enjoy taking their play and learning outside and strongly benefit from equally well planned resources in the outside classroom. Children make good and some excellent progress in relation to their starting points and capabilities because all staff have a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements and the skilled staff team confidently support children's development across each area of learning. A particular strength of the setting is the way adults support children's learning. They also ensure equality of access for all children, including those for whom English is an additional language. Children squeal with delight during large group time as they choose favourite action rhymes from different cultures and some stories are told in dual languages. Staff and children routinely use gesture, signing and picture cards to communicate. An effective key worker system is in place. Accurate observations are routinely made for each child across each of the areas of learning and this contributes to the planning processes and to the learning diaries. Staff continually ask questions to develop children's thinking, numeracy and communication skills. For example, two children sit with a member of staff to look at a reference book about the jungle. They learn facts about the creatures and where they live. They concentrate and listen intently to what is said and they show fascination at the pop-up pages with animals' shapes. The member of staff

skilfully encourages children to count, name and recognise colours and to express their feelings along the way. All children grow in confidence and self-esteem because staff know children very well and sensitively support them. As a result, children's learning is often maximised.

Children have their health and safety strongly promoted because the whole environment is maintained to a high standard of hygiene and safety. A comprehensive assessment of potential hazards to children has been carried out and suitable safety measures are in place to reduce risks to them. Access to the nursery is closely monitored and secure. Children are well supported to learn about keeping themselves safe and healthy. For example, they are reminded to hold on to the handrail when going down stairs. Children's specific dietary needs are suitably catered for. Children are suitably encouraged to develop self-care skills, such as when older children take themselves to the toilet and when younger ones are escorted. Staff are vigilant and ensure safety gates prevent children from entering areas unsupervised. Children strongly benefit from the warm and friendly approach from adults and from the high quality interaction. Children respond well to the frequent praise and encouragement of staff and are provided with excellent role models.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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