

Tiddlypeeps

Inspection report for early years provision

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EY434373

Inspection date

16/02/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tiddlypeeps Ltd is a privately owned nursery. It opened in 2011 and operates from six rooms in a self-contained, converted building in Iron Acton, Bristol. Children have access to an enclosed outdoor play area. It is open each weekday from 8am to 6.00pm all year round. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 50 children under eight years may attend the nursery at any one time of these 40 may be in the early years and of these 12 may be under one year. There are currently 32 children on roll all within the early years age group. The setting receives funding for free early education for children aged two, three and four years. Seven staff are employed and of these six work directly with the children. The manager holds Qualified Teacher Status. There are two staff members who hold level 4 qualifications in the early years, one staff member holds a level 3 qualification and one staff member is working towards a level 3 qualification. The setting supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners establish close and caring relationships with children and have a good understanding of each child's individual needs. Children make good progress in their learning and development and enjoy a stimulating environment in most areas of the nursery. On the whole, children's welfare is promoted effectively and secure procedures are in place to safeguard children. Strong relationships with parents and carers enable the good continuity of care for children and wider partnerships support children across settings. The manager and staff share a clear commitment to the continuous improvement of the provision and this leads to improved outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to the compulsory part of the Childcare Register).
- 01/03/2012

To further improve the early years provision the registered person should:

- develop the outside environment to enable babies and young children further opportunities to freely explore, use their senses and be physically active and

- exuberant across all areas of learning
- develop the risk assessment further to cover anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Practitioners have a secure awareness of safeguarding issues and arrangements for the protection of children are robust. All staff have been suitably vetted. Risk assessments are carried out throughout the nursery and successfully minimise almost all the risks to children. Staff carry out daily visual checks which minimise potential hazards, although not everything with which a child may come into contact is always effectively covered. For example, the lead from the compact disc player is in children's reach. Staff place high importance on children's safety. For example, when babies go outside their transfer downstairs is managed very well. Children are taught to be safety conscious. For example, they know to line up before they leave the room so that they can be supervised.

The nursery successfully promotes equality and diversity as levels of engagement with parents and carers are firmly established. This results in staff having a good knowledge of each child's background and clear knowledge of their care needs. Effective steps are taken to close identified gaps in children's achievement. Adults identify a child's need for additional support at an early stage. Consequently, each child gets the support he or she needs. Parents comment they feel supported as staff are warm and welcoming towards both adults and children. There is a regular exchange of information through discussion and babies' daily diaries. This provides good continuity of care for each child. Children's progress is also regularly shared with parents through a review summary. The manager is proactive in establishing partnerships with others who also provide support to the children that attend. This provides good continuity of learning for each child.

Policies and procedures are of high quality and generally well organised to support children's wellbeing. On occasion the system to register children's hours of attendance is not fully effective. This is a breach of a legal requirement. On this occasion the impact on children is minimal and does not compromise their safety. Resources are good, fit for purpose and able to support children's all round development. Babies and young children have easy access to a stimulating range of resources and are able to exercise choice. The environment is conducive to learning and child friendly. Staff take good steps to ensure the environment is sustainable. Leadership and management are strong. Evaluative processes are secure and actions taken have a positive impact on children. For instance changes to the indoor environment make children's access to resources easier and increases their enjoyment. The staff team have a secure knowledge of the Early Years Foundation Stage and of child development. The system for observational assessment and planning for children's progress is improved and now secure; and based on children's interests. As a result children make good progress towards the early learning goals in most areas of learning. The manager and staff are motivated to seek further improvements in their practice.

The quality and standards of the early years provision and outcomes for children

All children have good opportunities to enjoy and achieve. Children participate in a broad range of rich activities that match their individual abilities well. Children enjoy a light and welcoming environment; made attractive with children's artwork, murals and photographs. Children go about their play in a relaxed way and display a strong sense of belonging and security. All children strongly benefit from the warm interactions and good role models provided by the whole staff team. Children are highly valued, treated as individuals and shown respect. Children make good progress in their communication, language, literacy and numeracy skills. Babies respond positively with smiles and babbles to the affectionate attention and the good quality interaction of the adults. Toddlers have room to freely explore with a good range of play materials put out for them. They show that they feel safe and happily test their coordination skills and set themselves small physical challenges. Children are well behaved. They quickly grow in confidence because the staff provide them with a positive sense of themselves through plenty of praise and encouragement. The staff support children's learning well. For example, they ask open ended questions. They gently prompt children to think, and to talk about what they are doing. Children are encouraged to explore at their own pace and to use construction materials creatively. They become active and inquisitive learners. Staff use natural opportunities consistently well to prompt children to count and to name colours. Consequently children make good progress in their numeracy skills. Children make connections with real life situations and develop a good understanding of the wider world. For example they have great fun in the role-play room which is set up as a shop. They spontaneously count, price up items and use their imaginations to buy and sell articles. They play extremely well together, cooperating to share resources. They also play well independently such as at the water tray where they are absorbed in their discoveries of capacity as they fill and pour water into containers. A varied range of mark making and cutting and sticking activities are made available every session. Children are well equipped with the skills they need in order to secure future learning.

Children are well supported to follow good personal hygiene routines such as hand washing and develop their independence skills well. They show a good understanding of healthy eating. Babies get plenty of fresh air such as through the visits to see the ducks. Older children regularly take their play outside and get exercise every day and so learn about healthy lifestyles. However, the outside areas do not provide the youngest children with extensive opportunities to crawl, climb, and explore with all their senses in comfort. Currently this limits their enjoyment and learning outdoors.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 01/03/2012