

Tiddlypeeps

One Pool Farm, Dyers Lane, Iron Acton, BRISTOL, BS37 9XU

Inspection date	14/02/2013
Previous inspection date	16/02/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are well behaved and staff provide appropriate praise and encouragement to enable children to feel safe and develop their personal, social and emotional, communication and language development and physical skills.

It is not yet good because

- Not all staff understand how to consistently promote children's learning.
- There is a lack of visual display to promote diversity, which means that opportunities to raise children's awareness of people's differences are restricted.
- Opportunities for children to learn about words, shapes and numerals in a purposeful context in the outdoor environment are not always available.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation with the manager of the provision in the toddler room and pre-school room.
- The inspector took account of the views of parents and carers spoken to on the day.
- The manager held meetings with the manager of the provision, assistant manager and three other practitioners.
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan. The inspector looked at policy and procedure documentation.
- The inspector looked at children's assessment records.

Inspector

Sandra Croker

Full Report

Information about the setting

Tiddlypeeps is privately owned. It registered in 2011. The nursery operates from six rooms in a self-contained, converted building. It is in Iron Acton, Bristol. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 65 children aged from birth to five years on roll. The nursery provides funded early education for two, three and four year olds. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children with English as an additional language.

Tiddlypeeps is open each weekday from Monday to Friday from 8am to 6pm. It opens all year. There are 10 staff employed to work with the children; of these, four have early years qualifications at level 2, five have early years qualifications at level 3 and one has an early years qualifications at level 4 or above. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop further the use of supervision and appraisal to provide support, coaching and training for all staff to ensure consistent quality of teaching that successfully promotes children's learning and progress.

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

- enhance visual displays to enable children to develop further an understanding of people's differences
- strengthen the opportunities for children to learn about words, shapes and numerals in the outdoor area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make steady progress in their learning and development. All children enjoy easy access to books. A group of children aged two and three years listen intently at story time and keenly join in with repetitive phrases in the story. Younger children communicate confidently with their key person through expression, sounds and single words. A variety of art and craft, small world, and construction resources, promote children's creativity. Children enthusiastically run around in the large, secure garden and enjoy throwing and kicking balls. Staff sing as children climb in and out of the climbing frame, encouraging

children to become characters in the songs. This encourages children to use communication skills, and helps their language skills to develop. The inside environment is suitably rich in posters, text, symbols and numbers. However, in the outdoor area there is less opportunity for children to learn to read and use numbers.

Babies explore equipment for short periods by pressing buttons and banging on musical instruments. Staff introduce other toys that generate sounds, and effectively encourage further exploration. Children are interested in activities and initiate play with their peers. For example, pre-school children, and toddlers, enthusiastically share a tub of soapy water painting the fence with brushes. Children have some opportunities to explore using their senses. Babies enjoy investigating different textures, such as natural and shiny items. Toddlers enjoy the sensation of squeezing out toothpaste. Children enthusiastically drip glue onto containers, and staff encourage children to pick out small pieces of different materials to stick onto it. Children learn to understand the world around them and practise physical skills. Children enjoy threading beads and balancing blocks in towers. Staff develop children's understanding of number, by counting with children, the blocks in each tower and beads on their string.

All children have an individual learning journey that includes observations of their learning. Staff accurately assess children's development, identifying satisfactorily next step targets, and where additional support is required. Staff prepare for children to have progress checks at thirty months. Parents are encouraged to support and share information about their children's learning and development at home. Children's next steps carry forward to future planning. Staff are enthusiastic, which helps children to be active learners and to remain involved and interested in the activities provided.

The contribution of the early years provision to the well-being of children

Staff welcome children and their parents into the nursery as they arrive. Children starting in nursery have an agreed settling-in period, so they settle well because staff meet their needs. Staff support the emotional development of babies by always staying close-by. Children develop secure, warm relationships with familiar staff. There is an established key person system, although recent staff changes mean that some staff are still getting to know children. Parents confirm that they regularly have information about their child's progress and they are able to view learning and development records. They speak positively about the care and learning their children receive.

Resources are organised to encourage children's independence, successfully encouraging children to initiate their own play. Space is organised well, older children move about freely and safely between rooms, and babies easily access interesting toys. Staff generally promote inclusive practice and value all children as unique individuals, offering support according to their individual needs. For example, children whose home language is other than English, see words in their language displayed. However, visual displays representing diversity are limited.

Children are encouraged to develop healthy lifestyles. They enjoy a good range of fresh

fruits for snacks and cooked meals at lunchtime. Older children enjoy energetic play in the large outdoor space and babies regularly visit the near-by duck pond. Behaviour is good and children cooperate well, as they balance along an obstacle course. They develop useful physical skills appropriate to their age and stage of development. Children are developing an awareness of their own personal safety. They understand how to behave in an emergency and are skilled at negotiating the stairs in the building. The staff practise the emergency evacuation procedure regularly with children so they are familiar with what to do.

Appropriate hygiene routines are in place to prevent the spread of infection. Staff wear disposable aprons and gloves when changing children's nappies and when serving children's food. Tables are wiped prior to and after eating and any food spillages are cleaned from the floor. Children show a developing understanding of their personal care needs. They begin rolling up their sleeves to wash their hands after playing with glue and toothpaste. Children are happy to try to be independent as staff ensure they have time to practice skills, like putting on their shoes. This helps them develop independence and prepares them for their move to school.

The effectiveness of the leadership and management of the early years provision

The managerial structure is recently established, and they work well together to ensure the smooth day-to-day running of the nursery, all are usually on site. They have a good understanding of the legal requirements of the Early Years Foundation Stage. Records show when children and staff are present in the nursery and this reflects that the required ratios of adults to children are regularly met. There are appropriate systems in place to ensure staff are suitable to work with children. All staff understand safeguarding issues, and are aware of the process if there are concerns about the children in their care. All the required records, policies and procedures are in place and up-to-date including the complaints policy. There are supervision sessions for staff and some training is available. However, the quality of teaching at the nursery is not consistent as not all staff understand how to promote children's learning effectively.

Leadership and management promote the good health of children attending. There are appropriate written risk assessments and daily checks of the environment. Managers check that staff promote the health of younger children, by checking nappy changing procedures, and parents report being happy with procedures. Staff implement a robust policy, and procedure, for administering medicines.

Self-evaluation is accurate and informs challenging action plans to address identified weaknesses, and questionnaires, which take into account parent views. Some improvements have been made to the small outside garden following the last inspection. Management are implementing changes to the methods used for monitoring children's development and the quality of teaching.

The nursery works appropriately with external agencies, for example, speech therapists

ensuring children get the support they need and make progress. Partnership working with parents is good. Staff consistently share information about children's experiences and they write a summary of care in the communication books for children in the baby room. Staff make sure parents know how they meet their children's needs. Parents share information about methods used to promote independence at lunchtime, using them at home. Consequently, children benefit from the joint approach to support their development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY434373
Local authority	South Gloucestershire
Inspection number	903379
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	65
Name of provider	Tiddlypeeps Ltd
Date of previous inspection	16/02/2012
Telephone number	07716034728

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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