

Tiny Happy People Pre-School Nursery

Easton Christian Family Centre, Beaufort Street, Easton, Bristol, BS5 0SQ



Inspection date

1 May 2018

Previous inspection date

11 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff promote language and communication skills well, particularly for those children who speak English as an additional language. They introduce new vocabulary and model conversation skills effectively, helping children make good progress in learning English.
- Leaders work well with staff and external advisers to reflect on all aspects of practice. They set ambitious targets for continued improvement and demonstrate a commitment to maintaining good levels of achievement in their work, to raise outcomes for children.
- Staff use effective methods to exchange ongoing information with parents to promote children's learning at home and in nursery. Parents are complimentary about staff and the care and learning their children receive.
- Staff make accurate observations and assessments of children's play, and use their findings to plan for children's interests and next stages in learning.
- Children demonstrate they are happy and feel safe at nursery. Staff take time to build positive relationships with children and get to know them well. This supports children's personal and emotional development well.
- Partnerships with other professionals are strong. Staff successfully promote children's welfare and learning, especially for children who have special educational needs (SEN).

It is not yet outstanding because:

- Staff miss some opportunities to extend children's mathematical understanding.
- Children do not benefit from many opportunities to use technological resources in play.

What the setting needs to do to improve further

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

- maximise all opportunities for mathematical learning in day-to-day routines and play activities
- improve opportunities for children to learn about, and use, technological toys and resources.

Inspection activities

- The inspector held discussions with the joint managers and project manager, at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked evidence of the suitability of trustees and staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the nursery's self-evaluation.
- The inspector completed a joint observation with the joint managers.

Inspector

Dominique Allotey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Robust recruitment, induction and supervision procedures ensure that staff are suitable for their role. Staff are knowledgeable about signs that may lead them to be concerned about a child's welfare and know how to report any child protection concerns. Leaders and staff are passionate about their work with the children and their families, and provide a good range of activities for them. This enables them to build a good understanding of children's immediate community and celebrate similarities and differences. Staff state that they are well supported by leaders. They have good access to training and a range of professional development activities strengthens their skills and knowledge further. For example, they spend time in partner settings where good practice is shared. The managers use effective systems for monitoring the progress of all groups of children. They track children's learning closely and use the information they gather well, to plan interventions to narrow any gaps.

Quality of teaching, learning and assessment is good

Staff provide children with welcoming play areas, indoors and outdoors, that support their development and interests well. Children benefit from a range of opportunities to develop their imaginations, such as dressing up as they enjoy shopping role play. They have fun using dough, pretending to make cupcakes for their friends. Older children recognise the letters of their name and can identify some sounds linked to the letters. This supports their early literacy skills in preparation for starting school. Younger children benefit from sensory activities. For example, they are interested to touch and investigate sand, and watch carefully to see what happens when sand passes through a sand wheel.

Personal development, behaviour and welfare are good

Staff are good role models and help children to share resources and play cooperatively with each other. Children behave well and staff use positive strategies to promote good behaviour and prevent conflicts. For example, they use praise when children follow rules to boost children's self-esteem. Children have access to plenty of fresh air and play in well-resourced and stimulating outdoor areas. Older children enjoy regular forest school activities to support their knowledge of the world and nature. Children have opportunities to go on outings in the local community, which helps them build an understanding of diversity and promotes healthy lifestyles. For example, they buy healthy fruit for snack time from the local shops and interact with shopkeepers to develop their social skills.

Outcomes for children are good

All children make good progress in their development from their starting points, including those in receipt of early years pupil premium funding. Children develop positive attitudes and are enthusiastic learners. Children have good opportunities to develop skills that support their readiness for school. For example, during 'circle time' they take turns well, are confident to speak out loud in front of others and sit and listen well during activities.

Setting details

Unique reference number	107090
Local authority	Bristol City
Inspection number	1089008
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	50
Number of children on roll	45
Name of registered person	Easton Families Project Committee
Registered person unique reference number	RP522162
Date of previous inspection	11 June 2015
Telephone number	0117 9553172

Tiny Happy People Pre-School Nursery registered in 1998 and operates from within the Easton Families Project, Easton, Bristol. The nursery opens Monday to Friday during term time only. The setting receives funding for free early education for children aged two, three and four years. A total of 14 members of staff work with the children. Of these, one holds early years professional status, two hold a relevant degree, and nine other staff hold relevant early years qualifications at level 3.

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