

Tiddlers Pre-School & Chuckles



Saltford C of E School, Claverton Road, Saltford, Saltford, B&NE Somerset, BS31 3DW

Inspection date	5 July 2018
Previous inspection date	2 November 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

- The management team works together effectively. They meet regularly to outline areas for improvement and work closely with the managers from the other setting in their group to share ideas and enhance their practice.
- Children make good progress. Staff closely observe children's learning and promptly outline their starting points. Their regularly precise assessments focus closely on any gaps in children's development and promptly identify where they need further support.
- Staff work closely with the on-site school. They link regularly to share good practice and support individual children's needs. They adapt arrangements to mirror those of the school, such as to adopt the same approach help children learn early reading skills.
- Staff are friendly and caring. They build trusting and strong relationships with the children. They foster children's self-confidence very well through their attentive support.
- Partnership working is a central feature of the provision's practice. Staff work closely with parents and other education and health professionals to effectively support children who have a complex range of needs.

It is not yet outstanding because:

- During planned group activities staff sometimes do not fully support children's attention and listening skills.
- The management team does not consistently identify and share good teaching practice to help raise the standards within the provision even higher.

What the setting needs to do to improve further

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

- review the management of group activities to further support the development of children's attention and listening skills
- strengthen systems for the performance management of staff to identify and share high-quality practice.

Inspection activities

- The inspector observed activities in all of the playrooms and the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

A range of effective policies and procedures underpins staff practice. Safeguarding is effective. Staff know what action they must take if they are concerned about a child's welfare. They follow thorough risk assessments and practices to help ensure that children are consistently well cared for and closely supervised. The manager undertakes meetings with staff so that she can offer support and monitor their performance. She analyses the progress of groups and individual children to identify any gaps in learning and the effectiveness of practice. Staff are encouraged and supported to attend mandatory and additional training. The sharing of their new knowledge with the staff team helps with the effective implementation of this into practice. For example, staff share further ways to support children's social and emotional development.

Quality of teaching, learning and assessment is good

Staff are receptive to the choices children make and sensitively join them in their play. Children are keen to test out their ideas, exploring and creating with a variety of items. Staff encourage children to pay attention to details and try different ways of doing things. Children think and solve problems and persevere when they encounter difficulties. For example, children draw and create pictures; they concentrate well as they use paint, writing materials and scissors. Children construct with large items outside, such as crates and planks. Staff encourage them to think through their plans and their approach and take on challenges, for instance as they create an obstacle course. Children negotiate the course and their confidence and skills grow as they repeat their actions.

Personal development, behaviour and welfare are good

Staff set up the areas well to stimulate children's play and learning. Throughout the pre-school and the club children are happy, busy and have lots of fun. Children's behaviour is good. Staff gently guide them to respect others, to follow the boundaries in place for safety and to learn about the consequences of their actions. Staff take time to involve young children in the routines of the day and develop their independence really well. For example, children eagerly help prepare the fruit for snack, set out the tables and wash the cups and plates when they have finished. Children are inspired to be active in the fresh air. Staff provide many activities to help develop children's physical skills, such as, sports sessions and regular outdoor learning sessions at a woodland nearby.

Outcomes for children are good

Children develop their social and communication skills well. For example, they take part in discussions, games and story time. They count, recognise numbers and letters and learn the corresponding sounds to letters too. Children become confident in their abilities and develop their skills well in readiness for their move on to school. Children enjoy interactive ball games and learn to share and take turns. They have lots of fun running in races at their sports day and take pride in their achievements. Children who have special educational needs and disabilities and those for whom the nursery receives additional funding have good opportunities to reach their potential.

Setting details

Unique reference number	EY313807
Local authority	Bath & NE Somerset
Inspection number	1129360
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	90
Number of children on roll	136
Name of registered person	Tiddlers Day Nursery Ltd
Registered person unique reference number	RP910370
Date of previous inspection	2 November 2015
Telephone number	01225 874 954

Tiddlers Pre-School & Chuckles registered in 2005. The setting employs 14 members of childcare staff. Of these, nine hold appropriate early years qualifications ranging from level 3 to 6, including one with early years professional status. The setting opens Monday to Friday from 7.30am until 6pm all year round. Children attend for a variety of sessions, including before- and after-school care. The setting provides funded early education for three- and four-year-old children.

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