

Tiddlypeeps Pre-School

Community Room, Honeybourne Way, Wickwar, Wotton Under Edge GL12 8NH



Inspection date	10 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	

Effectiveness of 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 manager encourages staff to develop their skills and monitors them well to make sure the quality of teaching is improving. Recent courses on planning for children's interests have helped staff make sure that activities meet children's needs. Staff plan for appropriate next steps in learning and children make good progress.
- Key persons know children well. They notice when children need extra help and put support in place. Gaps in all children's learning close quickly, including those with special educational needs and/or disabilities or those who are learning English as an additional language.
- The manager and staff reflect on the provision well, and listen to others to help identify improvements. Recent changes include home-learning packs that help parents continue teaching children new skills at home. Children benefit from consistent experiences in the setting and at home.
- Staff provide stimulating play spaces for the children indoors and outdoors. They make sure toys and resources are readily available so children can choose what they want to play with. Children are eager to join in activities and confident to make decisions about how they like to learn.
- Staff form positive relationships with parents from the outset. They visit children in their own homes, talk regularly with parents and share accurate assessments about what children have learned. Children make good progress in their development.
- Staff do not provide consistent messages to help children to assess and manage appropriate risks.
- Sometimes staff miss opportunities to encourage children's participation in activities or group times.

What the setting needs to do to improve further

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

- provide children with clear messages that support them to assess and manage risks appropriately
- support staff to notice and recognise when children want to join in activities or group times to encourage their participation and learning.

Inspection activities

- The inspector observed the quality of teaching and learning, indoors and outdoors.
- The inspector carried out a joint observation with the manager. She also held a leadership and management meeting with the manager.
- The inspector talked with the owner, staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents through discussions during the inspection and from written questionnaires.
- The inspector sampled paperwork, including policies and procedures, risk assessments, planning and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management is good

The manager and owner are keen to enhance the experiences and learning for the children. They use feedback from staff, parents and children to identify areas for improvement. For example, following parents' requests for better information about children's daily activities, the manager has provided a noticeboard to share with parents what their children do in the setting. The manager and staff monitor children's progress well and identify when staff may need additional knowledge to support children's learning. For example, staff have completed sign-language training to help them support all children's communication skills. All staff know how to act on concerns about the welfare of a child and act quickly to keep them safe. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff plan well to meet children's needs and interests. They support all children's communication well. For example, at song time, staff use hand signs, words in home languages and props as clues about the rhymes they are singing. Staff support children's imaginations and encourage them to recall stories as they visit the forest area. Children hunt through the leaves and investigate the trees, trying to find the owl, snake, mouse and bear. Staff support children to think and solve problems. For instance, when children discover the water in the tray has frozen, staff encourage them to find different ways to break it so they can get to the boats and other toys.

Personal development, behaviour and welfare are good

Staff help children to respect others. For example, when playing with the blocks, staff remind older children to let younger ones have a turn. Staff encourage younger ones to wait until the tower is finished before knocking it down. Staff provide opportunities for children to learn about the wider world, including through planning different activities and inviting visitors into the setting. Children have the chance to learn words and songs in other languages, join in traditional celebrations and see photographs showing scenes and life in other countries. Staff encourage children to understand changes in their body and to make healthy choices. For instance, they talk with children about how their hearts beat faster when they race on the scooters, and discuss that milk helps build strong bones.

Outcomes for children are good

Children enjoy their time in the setting. Younger children come in singing rhymes they have learned and greet staff enthusiastically. Older children are keen to care for the play spaces. They watch with the staff as the school cleaners sweep the hall floor and then use the nursery brushes and copy the actions to help clean their room after lunch. Children work together as they create a path using wooden circles for the toy dinosaur to 'jump' across. They count the jumps, then add more circles until they reach 10. Older and younger children show good self-care skills. For example, younger children attempt to put on their waterproofs and boots for outdoor play and older ones competently use knives and forks to eat cooked lunches. Children are well prepared for moving on to school.

Setting details

Unique reference number	EY544540
Local authority	South Gloucestershire
Inspection number	10089118
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	23
Number of children on roll	16
Name of registered person	Tiddlypeeps Pre-School Limited
Registered person unique reference number	RP544539
Date of previous inspection	Not applicable
Telephone number	07947237148

Tiddlypeeps Pre-school registered in 2017. It operates from the Community Centre in Wickwar. The pre-school offers care from 9.15am to 3.15pm during term time only. The setting employs three staff. The manager holds an appropriate childcare qualification at level 6 and the deputy has an appropriate childcare qualification at level 5. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

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