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| <b>Inspection date</b>   | 16 July 2019     |
| Previous inspection date | 19 February 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Outstanding</b><br>Good | <b>1</b><br>2 |
|---|---|----------------------------|---------------|
| Effectiveness of leadership and management                    |   | Outstanding                | 1             |
| Quality of teaching, learning and assessment                  |   | Outstanding                | 1             |
| Personal development, behaviour and welfare                   |   | Outstanding                | 1             |
| Outcomes for children   |   | Outstanding                | 1             |

## Summary of key findings for parents

### This provision is outstanding

- The manager and owner are inspirational in their pursuit to provide children with the highest level of care and education. They have developed an extremely strong team of staff with a firm ethos and exceptionally inclusive culture in the nursery.
- Children excitedly explore the highly stimulating learning environments. They have an abundance of highly engaging activities and resources to encourage their emerging likes and interests.
- Children's behaviour is outstanding. They show high levels of empathy and compassion towards others. For example, they invite children who are unsure into their play and state there is room for everyone as they shuffle up to make space for their friends.
- The manager and staff are extremely effective in engaging parents to support children's learning and development at home. For example, staff offer parents a wealth of information at training sessions. Parents state that one session that focused on communication and language was highly beneficial, giving tips such as slowing down speech when talking to their children.
- The whole staff approach to supporting children with special educational needs and/or disabilities is awe-inspiring. Staff are exceptionally passionate in ensuring that all children are included and can carry out all activities and experiences. For example, mirrors have recently been lowered to enable all children to use them easily.
- The manager and staff help children exceptionally well to learn about the world around them. For instance, children show high levels of understanding about composting as they put their fruit peelings in the compost bin. The staff have moved to reusable wet wipes in a bid to improve waste in the environment.

## What the setting needs to do to improve further

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

- extend the already excellent tracking of children to gain an even clearer view of children's achievements and the progress that groups of children are making.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning and development, both inside and outside.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of the views of parents spoken with during the inspection and the written comments of other parents.
- The inspector held a meeting with the nursery manager and owner. She looked at a range of relevant documents, including staff suitability, children's learning records and the nursery's self-evaluation documents.
- The inspector spoke with children and staff at appropriate times during the inspection.

#### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent understanding of the procedures to follow if they have any child protection concerns. The manager is highly effective in her monitoring of all aspects of the nursery and works extremely hard to ensure continual improvement. For example, recent changes in the baby room now enable all children to be at the same height at mealtimes to promote inclusion and social skills during these times. Staff track children's development extremely closely to support children's learning and development. However, the manager and owner recognise that this could be further developed. Performance management is comprehensive, and staff are highly supported in their roles. The manager encourages staff with extensive training. For instance, recent in-house training has enabled staff to be confident in their role to further extend children's learning in the moment.

### Quality of teaching, learning and assessment is outstanding

Staff have an excellent knowledge of how to support and encourage children's learning and progress. Their observations and teaching are highly responsive to children's changing abilities. Staff encourage older children's imaginative play and mathematical development exceptionally well. For instance, children play harmoniously together using real vegetables to make pretend soup in the mud kitchen outdoors. Staff then extend this as children use a clock to time how long it should cook for. Children learn and show an understanding of 15 minutes and half an hour. Staff support younger children's physical skills extremely well. For example, younger children walk along tree stumps and planks, while staff are close by to offer a hand to help them if they need it. Staff build children's confidence and after a few attempts children manage the course on their own. Children show immense pride in their achievements.

### Personal development, behaviour and welfare are outstanding

Children's emotional well-being is at the absolute heart of everything staff do. Babies and young children thrive and build extremely secure emotional attachments to their key person, who is highly responsive to their needs. Both younger and older children show excellent independence skills. For instance, younger children peel their own fruit. Older children show extreme confidence as they choose and cut fruit at snack time. Also, during a cooking activity, children weigh and measure ingredients and crack eggs with minimal help from staff. Staff support children's good health and well-being brilliantly. For example, children are provided with healthy and nutritious meals and take part in regular yoga sessions, encouraging good mental health.

### Outcomes for children are outstanding

All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make exceptional progress in their learning. Children display a strong curiosity as learners. From the moment they arrive they fully engage in a highly stimulating range of activities. Children gain the important skills they require for the next stages of learning and to help them to make the move to school.

## Setting details

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| <b>Unique reference number</b>                   | EY434373  |
| <b>Local authority</b>                           | South Gloucestershire                               |
| <b>Inspection number</b>                         | 10074922  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises                  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                             | Full day care                                       |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 40  |
| <b>Number of children on roll</b>                | 98  |
| <b>Name of registered person</b>                 | Tiddlypeeps Ltd                                     |
| <b>Registered person unique reference number</b> | RP529486  |
| <b>Date of previous inspection</b>               | 19 February 2016                                    |
| <b>Telephone number</b>                          | 01454 222767  |

Tiddlypeeps in Iron Acton, Bristol registered in 2011. It is open each weekday from 8am to 6pm all year round. The nursery provides funded early education for children aged two, three and four years. The nursery employs 12 staff to work with the children. The owner holds qualified teacher status, and 10 staff hold appropriate early years qualifications at levels 2, 3 and 5.

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