

Inspection of Tiddlypeeps Forest School

The Log Cabin, Tortworth Vc Primary School, Tortworth, Wotton-Under-Edge,
Gloucestershire GL12 8HG

Inspection date: 6 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

There is a friendly, inclusive and warm welcome at this happy outdoor setting. Children, parents, carers and staff gather in the morning sunshine and have lengthy conversations about the children and their needs. Children settle into their play immediately. They choose from a wide range of activities. Children demonstrate their creativity as they decide to paint a picture of a flower. They confidently tell visitors, 'I am painting a rainbow sunflower.' Children develop an impressive vocabulary. For example, they correctly identify a colour as 'indigo'. Children display good physical skills. They zoom around the playground safely on wheeled vehicles. Children investigate the texture of dough and create different marks and textures as they imprint with shells. Staff expertly understand when to engage and when to stand back and give children the freedom to make their own choices and immerse themselves in play. Children are engaged, highly motivated and eager to learn.

Staff ensure children take joint responsibility for their own safety. Staff have a clear understanding of how children learn by taking well-managed risks. Children learn that fire needs to be respected, and they understand that strict rules are in place to keep them safe. For example, children learn not to run in the tepee and not to enter unless there is an adult in there. Children follow these simple rules and behave well.

What does the early years setting do well and what does it need to do better?

- Staff follow children's interests very well. They prepare interesting activities that excite children's curiosity. For example, a 'potion' station in the meadow keeps children entertained and curious for extended periods of time. Children use lavender seeds, coloured water, pots and pans, and cups and saucers to create potions. They giggle as they mix, pour, scoop and combine ingredients. Children are confident learners.
- Children with special educational needs and/or disabilities make good progress from their starting points. The manager ensures she seeks advice from external professionals and acts on this to benefit children's development in a timely manner. However, on occasions, staff do not make sure that children's targets and support plans are specific enough. This means that not all staff respond to children's emerging communication skills in a consistent manner.
- Children have ample opportunities to build on core muscle strength and develop good hand-to-eye coordination. They learn to climb trees while checking they only climb on branches that are at least as 'thick as your arm'. Children straddle large logs, weave in and out of tall grass and scoot up and down mud banks.
- The manager is highly reflective and evaluates her provision very well. Leaders act with integrity when using additional funding to support children. They work

well with external agencies to benefit children. However, many of the children attend more than one setting and these partnerships are not so well developed. Information is not routinely shared for all children to ensure continuity and consistency in their learning and development.

- Children's emotional well-being is supported. Leaders and staff recognise that children may become frustrated in the early stages of managing self-care. Therefore, staff carefully plan small steps to promote children's sense of achievement.
- Staff play alongside children and role model language. They provide a narrative for their interactions and repeat words to help children pronounce them correctly. Older children engage in meaningful conversations with staff. Older and younger children play and interact together. Staff recognise the importance of peer-led development. All the children sing well known nursery rhymes around the campfire. Staff model communication through these rhymes, stories and conversations.
- Parents are very complimentary about the setting. They say how open and friendly staff are. Staff inform parents regularly about their children's development. They gather useful information when children start, so they understand children's likes, dislikes and strengths. The setting finds ways to engage with families outside of the setting. For example, they offer support sessions for parents in the tepee.

Safeguarding

The arrangements for safeguarding are effective.

The setting ensures children are safe and understand how to keep themselves safe. They have robust measures in place to ensure outdoor activities are very well-managed and follow strict safety measures. Staff have a good knowledge of the signs and symptoms of abuse. They know what to do if they have concerns about another member of staff and/or leaders. They know who to contact and what steps to take. The manager, who is also the designated safeguarding lead, has a strong commitment to safeguarding the children and staff at this setting. The manager acts swiftly to any concerns she may have and seeks advice promptly.

What does the setting need to do to improve?

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

- enhance links with other providers and share information about every child's development when children attend more than one setting
- further support staff to plan more precisely for children with additional needs so that staff respond consistently when developing children's emerging communication skills.

Setting details

Unique reference number	2508649
Local authority	South Gloucestershire
Inspection number	10194546
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	33
Name of registered person	Tiddlypeeps Pre-School Limited
Registered person unique reference number	RP544539
Telephone number	07496268441
Date of previous inspection	Not applicable

Information about this early years setting

The setting registered in 2019. It operates from a log cabin and meadow in Tortworth. The setting is open Monday to Thursday, 9.30am to 2.30pm during term time only. There are five members of staff. The manager holds a level 5 early years qualification. The setting accepts funding for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together, and they discussed what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation.
- The manager spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities outdoors and assessed the impact this has on children's learning.

We carried out this inspection 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.

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