

# Inspection of Tiddley Peeps Pre School

New Life Church, Margaret Street, Coalville, Leicestershire LE67 3LY

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Inspection date: 7 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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

Children are happy in this friendly pre-school. They eagerly take off their shoes and coats and hang up their bags as they come into the pre-school. Children confidently move around, choosing where and what they want to play with. They show confidence and develop their physical skills as they jump safely off the wall with staff supporting them. They climb the slide, turn around at the top and safely negotiate sliding down. Children shout 'look I've done it' as they successfully balance and make their way along the plank and logs.

Children have a positive attitude to their learning and join in activities. They thoroughly enjoy exploring the glue, paint and glitter. Younger children investigate as they drip glue onto their paper and smear it with their fingers. Older children create glittery pictures. They develop their small-muscle skills as they use glue spreaders and paintbrushes to draw lines and circles.

Children use their imagination as they play in the mud kitchen. They mix mud with leaves and stones, pretending the mixture is soup. Staff encourage children's play as they ask them about the vegetables they are going to put in their soup. This inspires children to pretend to go off to the shops to buy some broccoli and carrots.

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

- The manager and staff implement a curriculum that is exciting and promotes children's interests. Staff provide opportunities for children to be curious and explore. For example, children find a snail and worm as they play outside. They demonstrate their knowledge as they talk to staff about the worm wiggling under the soil and the snail leaving a trail. This triggers off their curiosity and they return inside to confirm if their pet snail does the same.
- Staff focus on supporting children's communication and language skills, which helps their future learning. They use sign language to help children with special educational needs and/or disabilities to communicate. Staff provide a running commentary as young children play and encourage them to talk about what they are doing. They ask older children questions to enable them to share their thoughts and ideas. Older children excitedly talk about their different homes and confidently describe their bedrooms.
- Overall, staff support children's early mathematical skills well. They encourage children to use mathematical language, such as full and empty, as they fill buckets with water. They encourage children to make shapes in the play dough. However, staff do not always encourage children to count or use numbers during their play to increase their mathematical skills further.
- Parents' comments about the pre-school are positive. They describe how they receive regular updates about children's progress via daily discussions with staff.

This helps parents to further support their child's learning at home.

- The manager and staff gather information from parents about the experiences children have at home. They use this information to plan further opportunities to increase children's experiences. For example, children learn to use small tools safely. They access the outdoor woodwork area and carefully use hammers to knock nails into pumpkins.
- Staff are good role models for behaviour. They offer praise, encouragement and reassurance as children play. Staff provide gentle reminders about taking turns and sharing. Any slight disputes are managed well. Staff get down to the children's level and talk calmly as they reinforce turn taking and playing harmoniously together.
- Children develop their self-care skills. Older children know to put on outdoor playsuits and wellington boots before going outside to play. They take them off as they come back inside and put on their slippers. Children confidently wash their hands before having snack. They collect their own plate for snack and help themselves to a banana and a drink. This helps children to further develop their independence.
- The manager is knowledgeable and passionate about the pre-school. She supports staff by carrying out supervisions and appraisals to help improve their practice. Staff attend training to enhance their knowledge and further support children's learning. The manager explains how a course on communication and language has helped staff to use singing and books more effectively, to promote children's listening and speaking skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities to keep children safe from harm, including safeguarding them from extreme views and behaviours. They know how to report concerns about a child's welfare to relevant agencies. Staff maintain an up-to-date knowledge of safeguarding through regular training. The manager follows robust recruitment procedures when appointing new staff to help to ensure that they are suitable for their roles. Staff supervise children well. They identify and successfully minimise potential risks indoors and outdoors, to ensure the premise are safe and secure.

## What does the setting need to do to improve?

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

- improve staff skills in how to support children to count and recognise numbers during their play, to help develop their early mathematical skills further.

## Setting details

<b>Unique reference number</b>	2501070
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10191529
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Lonsdale-Ellis, Louise
<b>Registered person unique reference number</b>	2501069
<b>Telephone number</b>	07597836652
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tiddley Peeps Pre School registered in 2018 and is located in Coalville, Leicestershire. The pre-school operates during school term time from 8am until 5pm, Monday to Friday. The pre-school employs six members of staff. Of these, five have an early years qualification at level 2 or 3. The manager holds an honours degree in early childhood and special educational needs. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Hughes

## 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 completed a learning walk with the inspector and discussed how she organises and implements the curriculum.
- The inspector and manager took part in a joint observation. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The staff and children spoke to the inspector at appropriate times throughout the inspection. The inspector observed interactions between the staff and the children and considered the impact these have on children's learning.
- Some parents spoke to the inspector by telephone, so the inspector could consider the views of parents and how they communicate with the staff.
- The manager and the inspector discussed ongoing professional development and how she evaluates staff's practice.
- The inspector reviewed relevant documentation and evidence of the suitability of the staff.

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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