

Inspection of Tippytoes Day Nursery

84 Firgrove Crescent, Yate, BRISTOL BS37 7AG

Inspection date: 3 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are safe and enjoy their time at the nursery. Children separate from parents confidently. There are clear strong bonds between staff and children, for example, babies snuggle closely to staff as they listen to stories. Staff encourage parents to share information about children's ongoing interests and home events. Staff use this information to plan meaningful activities and talk to children about their home life. This helps to develop their communication skills and to help them feel valued.

Most children benefit from a calm environment. Staff sensitively support older children to behave well. If conflict arises among children, staff help them to consider the feelings of others as well as their own. However, at certain times of the day, the toddler room is less organised. This means that at times, the room becomes chaotic. This unsettles children and impacts on their behaviour. This disrupts children's much needed sleep and rest time.

Children develop well through interesting and inspiring activities that staff plan for them. Babies are inquisitive as they explore water. Staff introduce new vocabulary alongside them such as 'splash and swirl'. Toddlers experiment with mark making as they dip flowers in food colouring and print them on paper. Older children learn about their uniqueness as they create self-portraits. Staff help them to notice differences between themselves and others, such as hair colour.

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

- There are times of the day where the toddler room is disorganised. This disrupts transitions within the daily routine. In particular, the transition between lunch and sleep time causes children to become very unsettled. Staff take a long time to clean after lunch and prepare the sleep area. Children become irritable and struggle with their behaviour. Furthermore, toddlers experience frequent interruptions as people arriving at the nursery pass through the room. This prolongs the transition even further. As a result, children grow increasingly fractious and sleep time is delayed. This impacts on their ability to learn.
- Staff closely monitor children's development and progress. Where gaps in children's learning emerge, staff swiftly liaise with parents and outside professionals. Together, they implement plans and strategies to support children's additional learning needs. Managers ensure staff have suitable resources available to support children. However, staff do not always use the resources to support children with additional needs to play and understand.
- The manager supports her team well. She has effective systems in place to monitor staff practice and support their well-being. She meets with them regularly to discuss their roles. She values their contributions through awarding

'employee of the month'. In this way, staff's performance is acknowledged and celebrated. As a result, staff report high levels of well-being. This in turn, promotes a happy atmosphere for children.

- Staff use effective interactions to support children's learning. They use techniques such as asking open questions and narrating alongside children as they play. This helps to develop children's thinking and language skills. However, occasionally, staff miss opportunities to deepen children's learning. Staff do not support them to further develop their ideas and extend their learning as much as possible.
- Staff support children to develop independence and self-care skills throughout the nursery. From a young age, staff teach children how to put on their coats, wipe their noses and use cutlery to eat. Children are proud of what they can do, they say 'look, I can do it!' as they carefully raise a forkful of pasta to their mouths when eating. Staff regularly praise and encourage children. This motivates children further.
- Partnerships with parents are successful. Staff ask parents about children when they start. They gain information about family culture so that they can celebrate children's diverse backgrounds. Parents say children have grown in confidence since attending and that they feel well informed by staff about their child's progress. Staff give parents opportunities to borrow books from the lending library to read with their children. This helps to further promote children's language and literacy skills and the continuation of learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about their role in safeguarding children. The designated safeguarding lead ensures that staff can confidently identify the signs and symptoms of when a child may be at risk of harm. All staff undertake regular safeguarding training. Staff know who to report to should they have concerns about the welfare of a child. They also know the procedures to follow should they become concerned about the conduct of a colleague. Managers follow safer recruitment procedures when recruiting new staff. They also have effective arrangements in place to ensure that staff are suitable for their role and remain so.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the organisation of the toddler room, so that transitions within the daily routine do not negatively impact on children's behaviour or sleep needs, to ensure they are ready to learn and maintain good progress.	14/04/2023
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To further improve the quality of the early years provision, the provider should:

- ensure staff use available resources to support children with additional needs to play and understand, to promote their best possible outcomes
- support staff to seize every opportunity to extend children's learning, by building on their emerging interests and ideas during play.

Setting details

Unique reference number	EY336168
Local authority	South Gloucestershire
Inspection number	10278888
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	68
Name of registered person	Little Acorns (South West) Limited
Registered person unique reference number	RP904196
Telephone number	01454 850 122
Date of previous inspection	31 July 2017

Information about this early years setting

Tippytoes Day Nursery registered in 2006 and is located in Yate, South Gloucestershire. The nursery is open each weekday, from 7.30am until 6pm, all year round, excluding bank holidays and a week between Christmas and New Year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 13 members of staff who work directly with the children. Of these, the majority hold relevant early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Michelle Grayling

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents and took their views into consideration.
- Both the inspector and a manager carried out a joint observation of teaching and evaluated it together.
- The manager led the inspector on a learning walk of the setting and discussed how they organise the curriculum.
- Discussions were held between managers and the inspector to evaluate the leadership and management of the setting.
- The inspector scrutinised a range of documents, including children's records, paediatric first-aid training certificates and information on the suitability of 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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