

Inspection of Tippytoes Day Nursery

84 Firgrove Crescent, Yate, BRISTOL BS37 7AG

Inspection date: 12 July 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Kind and nurturing staff form good relationships with the children. Staff rock babies to sleep with care when they need it. Toddlers look for staff to help them put on their coats when they need assistance. Older children are aware that staff are there to support them, such as providing them with reassurance, a cuddle and a discussion on how they feel if required. Children are safe and secure.

Children with special educational needs and/or disabilities (SEND) do not always receive consistent support or supervision. Many children, at times, wander around, disengaged for long periods. Staff do not consistently manage children's behaviour effectively. While pre-school children's behaviour is generally well managed, staff do not always support toddlers to learn the impact their actions may have on others. Leaders and staff have started to develop an ambitious curriculum, although this is not consistent throughout the nursery, and not all children receive the same experiences. Staff do not always plan and implement activities to support the learning of toddlers effectively.

Leaders have reflected on the organisation of routine transitions since the last inspection. There is now less disruption to the toddler room, and children have opportunities to engage in play and learning without disturbances and distractions, helping to provide them with some positive impacts on their learning.

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

- Staff greet parents at the door and support children to transition successfully into the nursery during the main part of the day. This minimises disruption to the toddler room and allows children to engage in routine activities more successfully. Children have a quiet area to rest and sleep. Those who do not require a sleep still have access to activities. Children learn and play in a calm environment.
- Staff are aware of children with SEND and those who need extra help. They liaise with outside agencies for additional support and funding. However, many strategies that are in place are not used consistently to help these children build on what they already know and can do. Additionally, staff do not always supervise children to help them engage successfully. When children do show interest in an activity, these opportunities are not quickly identified by staff, and children do not receive the support they need to take part. As such, they quickly leave an activity. Children do not all make the progress of which they are capable.
- Children have daily opportunities to be physically active. Babies develop their early walking skills as they cruise around the low-level furniture. Toddlers strengthen their small muscles for early writing when they manipulate play

dough. Older children use the skills they have already learned to draw pictures and begin to form the letters of their names. Children develop their physical skills in a variety of ways.

- Staff in the pre-school room are developing successful strategies to support those children who struggle to regulate their emotions and behaviour. Children mostly respond well to this. However, staff do not provide toddlers with consistent support to help them manage their behaviour. For example, at times, toddlers push their friends and throw toys, which disrupts the group and unsettles some of the children. Staff often pick children up to diffuse the situation. Staff do not always use effective strategies to support these children to begin to understand the impact their actions may have on others.
- Leaders and staff are beginning to develop a well-planned curriculum. Babies have access to a wide range of opportunities to practise their skills. They sit together at snack time and develop their social interactions with their friends and adults. While some staff do create exciting activities for toddlers, like tipping and pouring in the water tray, they do not always supervise or implement some activities well enough. As such, many children are unaware of how to use the resources. For example, toddlers have the opportunity to use glue sticks and sequins to create artwork, but the purpose of the activity is not clear to children, and some put the items in their mouths. The curriculum is not always fully inclusive. Staff do not consistently support the delivery of the curriculum to give all children the same opportunities and experiences.
- Parents say their children love to attend and that they know what their children are learning while at nursery. They comment that staff are friendly and attentive. Families are well supported and valued.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the staff team understand their roles and responsibilities to help keep children safe. They have a good understanding of the indicators of when a child may be at risk of harm. Staff have a good knowledge of how to report and record a concern. They are aware of how and when to refer to outside agencies. Staff are aware of how to report a concern regarding a colleague should they need to. Leaders have a robust recruitment process to help ensure that all staff are suitable to work with children. Leaders monitor ongoing suitability regularly.

What does the setting need to do to improve?

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

	Due date
--	-----------------

improve the support and supervision for children who have delays in their development, including those with SEND, to ensure they receive the help they need to make good progress in their learning and development	23/08/2023
improve behaviour management strategies, to consistently help children understand the impact their actions may have on others.	23/08/2023

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

- continue to develop an inclusive curriculum that is coherently planned and sequenced, and implemented effectively, to focus on children's individual learning needs, especially those children in the toddler room.

Setting details

Unique reference number	EY336168
Local authority	South Gloucestershire
Inspection number	10301880
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	3 March 2023

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 14 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

Sarah-Louise Clements

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The leaders showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their views.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023