

Inspection of Partou Tippy Toes Day Nursery & Pre-School

84 Firgrove Crescent, Yate, BRISTOL BS37 7AG

Inspection date: 11 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at nursery. Staff are kind and nurturing. They eagerly greet children and their parents when they arrive, helping children to settle quickly. Leaders and staff have high expectations for all children. They have developed a curriculum which focuses on providing children with a wide range of opportunities and experiences within their local community to enhance children's learning. Children of all ages take part in regular outings in their community. Older children enjoy trips to the local care home, and staff take children to the fruit market and on walks to the shops or to the park.

Children benefit from lots of interesting and creative resources and activities that staff provide. Children enjoy playing imaginatively as they make their own concoctions in the garden to create their own 'strawberry smoothies'. They talk to their friends about what it might taste like and what else they can add. The younger children enjoy using bottles to spray paint and explore the marks that they make. Children are curious and keen to explore. They enjoy being outside and exploring the garden. They develop their confidence and strength as they climb and balance on the equipment and staff set them challenges. Children form good relationships with the staff and with their peers, and staff have high expectations for children's behaviour. Staff set clear routines and boundaries, and this helps children to know what to expect next.

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

- Staff know the children well. They assess children's progress to enable them to identify gaps in children's learning and to target their support. Staff use their knowledge of children's interests to provide activities and support children's engagement in learning. For instance, staff initiate play with children using the pretend fire station, as this is something that interests them. Children talk about what they remember from their visit to the fire station. They recall how the equipment is used and how they can get help in an emergency.
- Leaders have worked closely with the special educational needs coordinator (SENCo) to ensure that children with special educational needs and/or disabilities (SEND) have targeted support. The SENCo works with parents and staff to put plans in place to meet children's individual needs. Staff have created a calming environment to use with children with SEND when they are feeling overwhelmed.
- Since the last inspection, leaders and staff have worked hard to make the necessary improvements to the provision. Leaders have worked with staff to create the curriculum based on what they want children to learn. Staff focus their curriculum on helping children to learn the skills that they need for the next stage of their learning. For instance, staff working with the youngest children

focus on supporting children's language and communication skills. Children eagerly join in with repeating words and sounds and they enjoy copying familiar songs and rhymes. Leaders recognise that they need more focus on developing the implementation of the curriculum in the toddler room to further support children's listening and attention skills.

- Staff place a strong focus on supporting children to recognise their feelings and emotions. Older children learn to share and take turns with the resources independently. Children confidently use the 'sharing timers' to take turns with equipment and respond well to this. Children confidently talk about their emotions, recognising when something has made them angry, and staff reassure them and support them to make them feel better.
- Overall, partnerships with parents are strong and well established. Parents say that they like seeing the photos that staff send them of their children playing. They access information about children's sleep times and what they have eaten. Staff take time to speak to parents when they arrive to collect their children to inform them about their child's day. However, these partnerships could be developed further to involve parents in supporting their children's learning at home and create a shared approach to children's learning.
- Leaders and staff celebrate the diversity within their setting. They work with parents to learn about their families' cultures and to celebrate their individuality.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to develop the implementation of the curriculum in the toddler room
- build on the good partnerships with parents to involve them more in supporting their children's learning at home.

Setting details

Unique reference number	EY336168
Local authority	South Gloucestershire
Inspection number	10306174
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	76
Name of registered person	Little Acorns (South West) Limited
Registered person unique reference number	RP904196
Telephone number	01454 850 122
Date of previous inspection	12 July 2023

Information about this early years setting

Partou Tippy Toes Day Nursery & Pre-School 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. It employs 17 members of staff who work with the children. Of these, the majority hold relevant early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Victoria Nicolson

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- 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 an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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 2024