

# Inspection of Little Pips Nursery

5-7 Arle Avenue, CHELTENHAM, Gloucestershire GL51 8JP

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Inspection date: 12 March 2025

**Overall effectiveness** **Good**

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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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and are greeted by friendly staff who know them and their families well. They settle promptly into the homely environment and quickly engage in their chosen play. Children behave well. They are aware of staff's expectations and of the nursery's golden rules. For example, children remember to use their 'kind hands' and work together as a team to tidy away resources when they have finished playing.

Staff plan a well-sequenced curriculum that prioritises children's interactions and independence skills. Babies benefit from reassuring cuddles as staff gently sing familiar songs and rock them in their arms. They respond well, making eye contact and smiling at staff as they play age-appropriate games, such as peekaboo. Young children display a love of stories and rhymes and spend time independently looking at story books. They handle books carefully and demonstrate good early vocabulary. Young children accurately name animals, such as 'pig' and 'duck', making their associated sounds. Older children show kindness and consideration to their younger peers. They enthusiastically play 'peepo' with babies through the door. Children display curiosity as they investigate coloured snow and dinosaurs. Staff support them to engage in meaningful discussions that support their understanding of the world. They actively support their language development by asking thoughtful questions and expanding conversations. For example, children and staff discuss why snow melts.

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

- Staff gather information from parents during induction to understand children's starting points and identify their next steps in learning. They regularly observe and assess what children know and can do, using this information to plan for future learning. However, for some children, the next steps that staff identify are not always developmentally appropriate or specific enough to build on their existing knowledge and skills to support them to make the best possible progress.
- The learning environment is generally good, with age-appropriate resources that are accessible to all children. Staff provide them with daily routines to help children feel secure and supported. However, they are not consistent in adapting the environment and their teaching to fully meet children's individual needs. Staff do not always make best use of the available space to separate children. At times, high levels of noise make it difficult for some children to engage and learn in a calm and focused environment.
- Staff support children's personal development. They take babies on daily walks in the community, helping them explore their surroundings and develop social awareness. Staff promote independence and respect, seeking permission before

wiping children's noses. They encourage good hygiene practices, such as handwashing, helping children build healthy habits that support their health and well-being.

- Leaders continuously reflect on the quality of care and education children receive at the nursery and create action plans to drive continuous improvement. They actively seek the views of parents and staff through questionnaires and promptly act on feedback. Staff benefit from professional development opportunities and regular staff meetings to promote their professional growth and enhance their practice. New staff benefit from an effective induction that helps them integrate smoothly into the team.
- Staff provide targeted support to children with special educational needs and/or disabilities (SEND), ensuring that they receive the necessary help to make the progress they are capable of. They make timely referrals and collaborate with parents and external agencies, such as the inclusion team, to ensure consistent support. Additional funding is effectively used to meet children's individual needs by purchasing resources that reflect their interests.
- Older children are provided with additional activities to develop their listening and attention skills in preparation for the transition to school. They demonstrate good early literacy skills and have an awareness of letters and sounds. Some children link sounds to words, such as 'p for panda', and make connections to the letters and sounds within their name. Children display good levels of concentration. They engage in table-top activities that support their fine motor skills, such as using their fingers and thumbs to create patterns on pegboards.
- Parents speak highly of the nursery, expressing appreciation for the staff and children's positive relationships with their key person. They value the regular feedback on their children's experiences at the nursery and the guidance provided to support their learning at home. Parents highlight the support their children receive in preparing for the transition to school, such as through the 'pre-school graduate scheme'.

## **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:**

- strengthen children's planned next steps in learning to make sure they are precise and developmentally appropriate to help them make the best possible progress in their learning
- support staff to adapt the learning environment and their teaching strategies to

better meet children's individual needs.

## Setting details

<b>Unique reference number</b>	EY486496
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10376159
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Little Pips Nursery Limited
<b>Registered person unique reference number</b>	RP900878
<b>Telephone number</b>	01242 705 645
<b>Date of previous inspection</b>	20 May 2019

## Information about this early years setting

Little Pips Nursery re-registered in 2015 and is situated in Cheltenham, Gloucestershire. The nursery opens from 8am to 6pm, Monday to Friday, all year round. It closes for bank holidays and for specified times over the Christmas period. There are currently 16 members of childcare staff. Of whom, one holds qualified teacher status, one holds a relevant childcare qualification at level 5, nine hold early years qualifications at level 3 and two have qualifications at level 2. The nursery receives funding for the provision of early education for children aged from nine months to four years.

## Information about this inspection

**Inspector**  
Holly Smith

## Inspection activities

- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff 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 spoke to several parents during the inspection and took account of their views.
- 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.

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