

Inspection date	19 February 2016
Previous inspection date	14 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders are well qualified and have a good understanding of the requirements of the Early Years Foundation Stage. Children and babies make good progress; provision for those who have special educational needs is strong.
- Leaders use additional funding wisely to close any gaps in children's achievements.
- Leaders show a determined effort to improve provision by evaluating their practice.
- Staff work hard to promote children's communication and mathematical skills and to prepare them well for the next stage of their education.
- Staff working in the baby room provide babies with experiences which intrigue and fascinate them. Babies are happy and excited, and enjoy their time at nursery.
- Children are safe and secure because they build up strong relationships with staff. This has a positive impact upon their attitudes to learning and their behaviour. Children are confident, chatty and independent, and persevere at what they do.

It is not yet outstanding because:

- Some adults are not clear about what children understand and how to develop the next step in their learning.
- Resources are not sufficiently developed in all areas of the provision to ensure that children always have rich and meaningful learning experiences.

What the setting needs to do to improve further

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

- help staff to strengthen their practice by checking their understanding of what children know , and preparing for the next step in their learning
- strengthen plans to provide all children with rich learning experiences, particularly those who prefer to learn outside.

Inspection activities

- The inspector observed activities inside and outside, including the quality of teaching.
- The inspector talked to the children, and held discussions with several members of staff at appropriate times during the inspection.
- The inspector carried out a joint observation of staff practice and discussed it with the provider.
- The inspector looked at a selection of documentation, children's assessment information, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jennifer Cutler

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of what to do in the event of any concerns about child protection. There is a genuine drive for improvement, and leaders recognise that outside resources need constant checking and maintenance. Access to a duck pond and large field gives children and babies valuable learning experiences. Staff keep parents well informed about daily events in the nursery. Parents talk about the good progress that their children make and feel that they are being well prepared for school. The nursery has good links with other professionals who are concerned with the learning and development of young children. Children who have special educational needs progress well. Leaders monitor staff practice through a review process but do not always focus sufficiently on staff's development of children's learning.

Quality of teaching, learning and assessment is good

Staff ask useful questions that encourage children to solve problems and think about their answers. They encourage creative thinking and provide opportunities for children to talk about their activities and to practise counting. These opportunities contribute to children's early mathematical and literacy development. Babies have exciting times sprinkling paint in puddles, splashing around in their wellingtons, and feeding the ducks. Babies are helped to develop walking, and toddlers have great fun chasing leaves.

Personal development, behaviour and welfare are good

Children behave well. Staff take the time to explain what is acceptable; they encourage children to think about their feelings and how others would feel. Staff often praise children for their efforts and develop their self-esteem. Children are confident and collect their own resources, for example, in the creative area. Children have healthy meals and are learning to observe simple hygiene routines. Staff promote independence and physical skills. For example, children choose when to eat their snack and pour their own drinks.

Outcomes for children are good

Babies and children are confident and keen to experiment. Children enjoy challenges and are very willing to take risks. For example, pre-schoolers experiment when mixing colours or playing with play dough. Children celebrate festivals from around the world, and learn to respect and understand differences within society. They play, learn and build up friendships in a safe, secure environment. Children make good progress from their starting points and are well prepared for the next stage in their learning.

Setting details

Unique reference number	EY434373
Local authority	South Gloucestershire
Inspection number	1027912
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	40
Number of children on roll	59
Name of provider	Tiddlypeeps Ltd
Date of previous inspection	14 February 2013
Telephone number	07716034728

Tiddlypeeps in Iron Acton, Bristol, registered in 2011 and is privately owned. It is open each weekday from 8am to 6pm all year round. The nursery provides funded early education for children aged two, three and four years. The nursery employs 12 staff to work with the children. The owner holds Qualified Teacher Status, and 10 staff hold appropriate early years qualifications at levels 2, 3 and 4.

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