

Tippy Toes Pre-School

Redmarley Village Hall, Redmarley, Gloucester, GL19 3HS



Inspection date

Previous inspection date

5 November 2015

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager and staff make accurate assessments of children to monitor their learning and development and help them plan activities that meet children's needs well.
- Children play in stimulating environments with a wide range of resources to choose from. Children have a lot of control over their choices of activities. They are motivated and keen to take part.
- Staff use their good qualifications well. They provide good quality teaching that promotes children's learning and plan activities to meet children's needs and support their development. Children make good progress in their learning.
- Good partnerships between key persons, parents, other settings and professionals involved in children's care help staff to know children well. Regular exchanges of information support staff in recognising when children may need extra support. Children quickly get the help they need to close any gaps in their learning.
- Staff communicate well with children giving them time to think of responses to questions, use their imagination, follow their own ideas and find solutions to problems. Children express their ideas clearly and are confident in their interactions with others.
- Support from parents helps the setting to provide new experiences for the children, such as the development of the nature area and mud kitchen.

It is not yet outstanding because:

- Staff sometimes do not give clear messages to children about what is expected of them.
- The manager misses some opportunities for parents and children to make their views known about the setting to include them in helping to identify and make ongoing improvements.

What the setting needs to do to improve further

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

- develop the way that messages are given to children so they know what is expected of them
- build on opportunities for parents and children to contribute to the self-evaluation process to continue improving the provision.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents and held a management meeting with the manager.
- The inspector sampled paperwork, including policies and procedures, safeguarding information and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of the leadership and management is good

The manager and her assistant are well qualified with a good understanding of all requirements. They work together to monitor the setting and their own development. This helps to ensure training for staff improves their understanding about their roles and enhances the quality of teaching. Recent training for how two-year-olds learn has helped staff to plan activities that meet younger children's needs well. All staff attend updated training for keeping children safe and know the procedures to follow if they have concerns about a child to protect children from harm. Safeguarding is effective. The manager has detailed information about children's progress and shares this information regularly with parents. Systems to monitor the progress of different groups of children are developing.

Quality of teaching, learning and assessment is good

Key persons observe the children to monitor and assess their progress. Children use their imagination playing with cardboard boxes; they pretend they are in a boat or are a robot, hide underneath them, and scare their friends by jumping up. Staff teach children mathematics. For example, one child made a cake with building blocks and her key person helped her to count the 'candles' before blowing them out. Children explore how things change when adding water to them. For example, they notice that they can make puddles in the sand and it feels different, or they can make dough by mixing flour with water.

Personal development, behaviour and welfare are good

Key persons form good attachments with children. Children visit the local school every week to share lunch with the Reception Year children. They are developing self-esteem, confidence and resilience to handle changes, which helps them to move on to school. Staff give children good messages about healthy eating and hygiene. For example, at snack time they discuss how the food gives them energy and how washing hands gets rid of germs. Children give out plates and cups to each other, learning to share and take turns. They behave well, overall. Staff promote children's health and well-being. They supervise them well in the outdoor area so that children learn how to manage risks. For example, they use wheeled toys, balance on logs and lift them to find insects. This develops children's physical skills and teaches them how to stay safe. When they find a baby snail, they handle it with care, showing consideration and respect for other living things.

Outcomes for children are good

All children are happy and contented. They make good progress. Children are developing self-help and independent skills by, for example, putting on coats and boots, and using tools for shaping play dough. They make good progress in communication and get on with others. For example, they join in with action rhymes with visitors and sing songs with new words, encouraging them to develop their language.

Setting details

Unique reference number	EY460422
Local authority	Gloucestershire
Inspection number	935974
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	8
Name of provider	Barbara Johanna Jansen
Date of previous inspection	Not applicable
Telephone number	07769826878

Tippy Toes Pre-School originally registered in 2012 but was re-registered in 2013 when they moved premises. The pre-school is situated in Redmarley, in Gloucestershire. The pre-school operates on Wednesday, Thursday and Friday between 9am and 3pm during term time only. The provision employs two staff, one of whom is a qualified teacher. The manager has an early years qualification at level 3. The setting offers funded nursery education places for children aged two, three and four years.

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