

Tiggers Nursery School

Inspection report for early years provision

Unique Reference Number	123115
Inspection date	06 March 2008
Inspector	Elaine Douglas
Setting Address	87 Putney Bridge Road, Putney, London, SW15 2PA
Telephone number	020 8874 4668
E-mail	
Registered person	Natasha Green
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tiggers Nursery is privately owned and opened in 1996. It operates from the ground floor and basement of a large terraced house situated in Putney, which consists of four play rooms, plus toilet facilities, storage and an office. Kitchen, laundry and staff facilities are available on the first floor accommodation occupied by the owners family. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 12.00 and 12.45 to 15.15 term time only. Older children can stay all day, with a packed lunch. The nursery uses the park opposite for supervised outdoor play and has its own enclosed small garden. It serves the local community.

There are currently 65 children aged from two to under five years on roll. Of these, 24 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. Of these, six, including the manager hold Level 3 early years qualifications and two are working towards a qualification. The setting receives support and advice from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a good awareness of healthy practices. They independently wash their hands after using the toilet and before eating, and blow their nose and dispose of the tissue. They are able to help themselves to fresh drinking water and take part in activities to promote their awareness of healthy eating. Children are provided with mostly nutritional snacks and staff are aware of the children's dietary requirements.

Children's health is protected by five staff holding first aid qualifications and good supply of first aid equipment being available on both floors and on outings. Accidents and any medication are appropriately recorded. Good procedures protect children from illness. Staff follow good hygiene procedures; cloths and cleaning materials are colour-coded and stored in separate boxes so they are only used for one purpose, for example, cleaning the tables or cleaning the toilets. Good nappy changing procedures ensure children are protected from cross contamination.

Children have daily opportunities to enjoy being outside and develop large muscle skills. Staff use the Foundation Stage curriculum to plan a wide variety of activities which promote children's coordination, control and spatial awareness. They move in a range of ways and regularly engage in action rhymes, music and movement. Children put on their own coats and hats, and manage the stairs within the setting with confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe both on and off the premises through vigilant supervision and security. For example, when going to the park across the road the older children are paired with the younger children, adults are strategically placed along the line and very good procedures are followed. Risk assessments identify any potential hazards and the actions required to minimise them, for example, accessible electric sockets are covered and there are stairgates at the top and bottom of the stairs.

Children develop a good awareness of helping with their own safety through practising the emergency evacuation procedures every month. Each member of staff has the opportunity to take charge so they all know the procedures. The fire equipment is regularly checked to ensure it is in working order. Children have sufficient space to play and all children have access to all the areas, enabling them to safely access a wide variety of developmentally appropriate resources.

Children's welfare is safeguarded through the staff's good knowledge of child protection issues, keeping records of injuries and confidentiality. Good procedures are in place in the event of the child being lost or uncollected.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three years benefit from the staff having an awareness of the Birth to three matters framework and providing effective activities to support them in becoming competent learners. Children engage in first-hand experiences and activities, and receive warm, stimulating interaction to promote their development. For example, one child tries to make plastic letters go down a tube and is supported in experimenting with adjusting the tube and trying different letters until they manage it. Another child skilfully uses tongs to move different size marbles from one pot to another and is delighted when they finally achieve it. Children develop their imagination and creativity in their role play, art and craft, and all activities. For example, one child playing in the water says they are washing, while another pretends they are making a cake. An initial assessment is carried out to enable staff to know each child's starting point and this is reviewed at the end of the year. However, this does not identify their development in all areas or involve parents.

Nursery Education.

The quality of teaching and learning is good. Staff have an excellent awareness of the Foundation Stage curriculum and how most activities can promote the individual development of each child. They ask good open ended questions and children enthusiastically respond, demonstrating their understanding, promoting their communication skills and supporting their personal social and emotional development. For example, when asked what is needed to grow a sunflower children respond with a seed, mud, the sun and water. This is followed with the children taking part in a first-hand experience of planting sunflower seeds to reinforce their learning.

Children benefit from staff promoting their learning through planned experiences and activities that are challenging but achievable, most are stimulating and promote children's self-esteem and motivate them to learn. The enabling indoor environment effectively supports children in becoming independent learners and allows them to develop their creativity, practice new skills and extend activities. For example, one child uses scissors to cut open a tissue box, they then try using glue to put it back together, when this doesn't work they try using the stapler. When they use the hole punch incorrectly staff effectively interact to support and extend their learning. However, the outdoor area is less effectively used as a positive context for learning as children currently have limited access.

Children develop positive attitudes to learning through the staffs' very good interaction, direct teaching skills and knowledge, while recognising the importance of the children's input. Children have good opportunities to take part in whole group, small group and individual activities. During one whole group activity a child selects a toy train from a basket of various items, this is used for children to pretend they are going on a train journey, they excitedly decide they are going to the zoo and contribute their ideas, such as a monkey throwing their banana and it landing on their nose. Staff skilfully introduce new words, involve counting and ensure all children are included.

Children's natural curiosity is promoted through regular opportunities to experiment. For example, they are shown how red cabbage can change the colour of water and paper, and when they are given lemon juice and bicarbonate of soda they notice how the acid and alkaline also change the colour of the paper. Children display good concentration and remain at their chosen activities until they have completed them to their own satisfaction. For example, two children

spend more than 10 minutes pouring water from a jug to a cup and adding items such as tissue or their hand, and noticing how the water is disbursed.

Children's development is observed every day and used by staff to plan how to help children make progress. Older and more able children write recognisable letters and simple words, they recognise their names and have regular opportunities to link sounds letters. Overall, children make good or better progress towards the early learning goals, considering their starting points and abilities.

Helping children make a positive contribution

The provision is good.

Children are very confident, settled and happy in the setting, often displaying excitement and concentration. Their behaviour is very good and children develop a clear understanding of expectations through consistent, appropriate behaviour management strategies, for example, a tambourine signals it is time to tidy up. All staff praise and encourage children giving them a sense of achievement and worth. Staff value children's contributions and provide good role models.

Children's individual needs are well met because staff gain good information from parents and get to know the children through observation. Children with specific educational needs and/or disabilities and/or English as an additional language, are effectively supported. Staff work closely with outside agencies and parents to ensure they work together to meet each child's needs. The Special Educational Needs Coordinator (SENCO) is clear about her role and responsibilities and seeks further training or advice when necessary. Children develop a good awareness of people's differences through accessing a good range of resources which provide positive images, taking part in activities about other countries and celebrating a wide range of festivals. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive good information on the provision and the Foundation Stage curriculum, both in writing and through attending meetings. Newsletters are sent out each week to keep them informed of the activities and how to be involved in their child's learning. Parents have good opportunities to share their talents and support the children's learning. Their feedback and suggestions are welcome, and staff make themselves available each day to exchange information. Parents have good opportunities to meet with their child's keyworker, discuss their child's development and see their assessments.

Organisation

The organisation is good.

Children's care and welfare is effectively promoted through the good organisation of the premises and documentation. Staff are extremely well deployed to ensure children are kept safe and receive good interaction. Rooms are used for different purposes and all children have opportunities to access all of the rooms each day.

Children and staff's attendance is accurately recorded and their personal files are well organised to ensure appropriate information is easily accessed. However, some personal details are displayed on the walls and are therefore not stored confidentially. The policies and procedures are regularly reviewed. However, the complaints policy and the child protection policy both need updating in line with the new procedures.

Children are cared for by experienced qualified staff who receive a good induction programme to ensure they are clear of their roles and responsibilities. Good recruitment procedures ensure only suitable personnel are employed. The setting meet the needs of the range of children for whom it provides.

The leadership and management is good. The manager has good systems to ensure parents, staff and children can regularly communicate with her. Staff have good opportunities to attend training and continue to update their knowledge. The manager works directly with the children and staff most of the time, she steers the work of the setting and provides a good role model. She knows her staff well and uses their strengths and interests effectively. Consequently, she leads an enthusiastic and dedicated staff team.

Improvements since the last inspection

At the last inspection the group were asked to ensure that their accident and incident records are completed in full detail and include existing injuries.

Since that inspection the group have improved their system to include detailed records of all accidents, incidents and existing injuries. This ensures that children's welfare is protected.

At the last nursery education inspection the group were asked to improve the use of their assessments to challenge the more able children, differentiate activities and take account of individual progress. They were asked to increase the opportunities for children to initiate their own activities and have greater choice for free play, to improve children's access to a wider range of tools and equipment to promote creative and design skills, and to increase the positive images which reflect the community.

Since that inspection the group has introduced daily observations to identify children's individual needs and challenges, to enable staff to teach them accordingly, they ensure children are confident in their skills before moving them on and that activities are adapted according to the children's varying abilities. Low shelves allow children to make choices and have free access to resources, paint, role play, malleable materials and imaginary play resources are available daily, which allows children to become independent in their learning and take activities in their own direction according to their own imagination. Children now access a wide range of tools and materials to enable them to design and create, and assemble and join items in a range of ways, which promotes all areas of their development. The environment now contains many positive images which reflect the community, these include posters, books, dolls, food and role play equipment, as well as parents being invited in to share their diverse cultures, which promotes children's awareness of their own community and people's differences.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the assessment records for the younger children to show their development in all areas and work in partnership with parents to identify their next stages
- update the complaints and child protection policies in line with current practice
- ensure children's personal information remains confidential

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the use of the outside area as part of the learning environment

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk