

Tiggers Nursery School

Inspection report for early years provision

Unique Reference Number	127717
Inspection date	05 November 2007
Inspector	Stephanie Graves

Setting Address	Dunton Green CP School, London Road, Dunton Green, Sevenoaks, Kent, TN13 2UR
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Registered person	Katherine Creasey
Type of inspection	Integrated
Type of care	Sessional 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 School is privately owned and managed. It opened in 1994 and operates from a mobile classroom in the grounds of Dunton Green Primary School near Sevenoaks, Kent. A maximum of 20 children may attend the nursery at any one time. The setting is open each weekday from 09.00 to 12.00 or 09.00 to 12.55 for those attending the lunch club. 'Little Tiggers' operates on a Tuesday and Thursday from 13:15 to 15:15 for two to three-year-old children. The nursery is open during term times only. All children share access to a secure enclosed outdoor play area and have use of the school playground.

There are currently 25 children aged from two to under five years on roll. Of these, 15 children receive funding for nursery education. Children mainly come from the local area. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs three members of staff. Of these, two hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are involved in experiences, which help to develop their knowledge and understanding of good health issues. For example, they follow the routine for toilet visits and hand washing correctly because picture illustrations help them sequence events in order. Staff ensure general hygiene routines are maintained within the nursery. They follow effective procedures when tending to children's personal care needs to reduce the spread of infection. However, the equipment used for snack time has not been stored sufficiently well to ensure it remains hygienically clean and could present a health risk to children. Appropriate care is provided if children have an accident or become unwell. This is because accidents are recorded, medication consent records are in place and staff are trained in first aid. Children do not attend if they have contagious illnesses, which helps to prevent the spread of infectious ailments within the nursery. Children have many opportunities to be active, but also enjoy quieter activities, such as looking at books together or listening to a story at home time. This means their physical development and sense of wellbeing, are promoted well.

Children experience plenty of physical activity through the nursery education curriculum. They take part in physical exercise within the school hall and outdoor areas, including opportunities for climbing on large equipment and balancing equipment. Children know that 'you have to warm up first' before exercising, to protect their muscles. This helps them learn the importance of looking after their bodies. Children develop fine manipulative skills through a range of readily available resources. These include threading activities, mark making, construction and manipulating malleable materials, such as play dough. This helps children develop good physical skills and co-ordination.

Children are able to access drinks whenever they are thirsty, which helps to ensure they remain hydrated. They are encouraged to make healthy choices regarding the snacks they eat, which currently includes raisins, bananas, oranges, grapes and raisin bread. Staff support children well, for instance, as they are encouraged to try new foods but also promote their independence. Children help to hand out snacks and make comments about the foods they like and dislike. Agreements between staff and parents ensure children's individual dietary needs are met.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play and learn within safe boundaries. This is because the setting is secure and children have enough space to move around and play safely. The toys and equipment are checked regularly to make sure they are safe and suitable. They are stored effectively to maximise space and also promote free choice and easy access. The group ensures any hazards are identified and reduced through risk assessments and daily checks. For example, security has been addressed with the introduction of an intercom system to monitor visitors to the group and all hazardous equipment is inaccessible to children. This helps to ensure children are safe and secure at all times. Children learn the importance of keeping safe through effective group discussions and staff input. For example, they talk about fireworks and how to use sparklers safely to avoid injury. This means they are developing a good awareness of personal safety.

Children are well cared for through clear procedures, which promote their welfare and safety at all times. This includes counting the children as they re-enter the building after outdoor play to ensure all are accounted for. The group practise the emergency evacuation procedure every half term to help children learn how to respond in an emergency. Also staff demonstrate an up-to-date understanding of the necessary measures to safeguard children. Children benefit because staff understand the signs and symptoms of abuse and know what to do in the event of a concern. This means children's welfare remains the group's priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive a warm welcome from staff as they arrive at the nursery. As a result they settle quickly and confidently. The setting is bright and stimulating and background music helps to provide a homely feel. Children's creations are displayed throughout the nursery, which reinforces a sense of pride in their achievements. Toys and resources are freely accessible and promote interest and choice. Staff have a good understanding of the range of experiences children need to develop and provide a stimulating range of opportunities to suit their individual needs. They observe children from when they start at the nursery and then build on what they already know and can do. The younger children attending enjoy the opportunity to move freely between the inside and outdoor areas, for instance, as they pack trolleys and baskets and 'go shopping'. They demonstrate curiosity as they explore natural resources, such as feeling the texture of sand and shells as they fill and empty containers and search for 'treasure' in the sand tray. Younger children are developing the skills to become confident communicators. For instance, they make 'cups of tea' and negotiate roles during role play and when sitting on an outdoor swing can be heard discussing what they have in their baskets. Staff initiate communication and give children time to respond. This helps to promote their thinking and language skills.

Nursery Education

The quality of teaching and learning is good. Children are progressing in their learning, through the stepping stones towards early learning goals. Their achievements are good in relation to their starting points and different abilities recorded in initial profiles. Staff observe and assess children's learning, although assessments are not completed frequently enough to fully demonstrate the ongoing progress being made. However, the provider has implemented changes to the methods used for observation and assessment to help ensure this is charted more concisely. Staff identify the next steps needed in children's learning and feed this into activity planning. This helps to ensure activities are based upon children's different interests and learning needs. Transfer documents are completed for the children when they leave the group. This provides continuity for children once they begin school. Staff have a good working knowledge of the Foundation Stage and implement the areas of learning well. Methods for planning and the regular evaluation of activities help to identify the success of the experiences provided. Children benefit from good teaching methods, which centre around children's interests and are very effective in keeping them engaged. As a result they remain focussed and involved in the experiences provided.

Children are confident when moving around and independently selecting their chosen activities. They play well together and follow the routine with ease. This is due in part to the 'now and next' card system, which helps them sequence events. Children are well behaved, share their ideas and enjoy opportunities to talk about their friends and favourite activities. These currently include

'playing in the house' and with 'the computer'. Children's learning is extended by staff who are skilful at asking effective questions to help them think and respond. For example, during a mark making activity using paint, they ask 'how does it feel on your hands?' and 'is it hot or cold?' This encourages children to explore the texture and describe how it feels as they make shapes using their hands and fingers. Children have opportunities to learn about different cultures and to share their own family news, which encourages their understanding of diversity.

Children have many opportunities to look at books and listen to stories. They thoroughly enjoy taking an active part, for instance, in a bear hunt story as they pretend to take their shoes off to walk through 'squelchy mud' and put 'hats, scarves and gloves' on to walk through the snow. Stories are read with very good expression and help children to contribute to themes and learn new sounds and words. They learn to recognise simple words including their own names and those of others. They learn to write their own names and practise mark making using a range of equipment that is readily available to them. Signing is used as an additional method of communication and all children actively take part, for instance, at song time. This helps to reinforce understanding of the spoken word. They use numbers and counting in a range of situations. For instance, they help to count numbers of children lining up to come in from play and learn about simple subtraction through action songs, which require them to count back from five to 'zero'. Numbers are displayed around the setting to help reinforce number recognition. Children are developing a keen sense of time as they follow the nursery routine. For example, the use of a timer lets children know that they have five minutes left to finish what they are doing. This enables them to complete tasks before getting ready for a snack or home time. They have opportunities to learn about size and shape, for instance, during sand play and when talking about whether elephants have 'long' or 'short' tails during a painting activity.

Children have direct access between the nursery and outdoor area, which means they have ongoing opportunities to explore in both environments. They can access child sized brooms to help sweep the autumn leaves into piles outside, which promotes their understanding of the natural world. Children take part in action songs as they select songs from a 'song bag'. This enables them to develop the confidence to express themselves creatively. Children enjoy the many role play resources available to them. These include various items that would naturally be found in the home and, therefore, help children represent real life scenarios through their play.

Overall, the provision plans and provides a very good range of experiences and play opportunities, which contribute towards developing children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children are cared for according to their individual needs. Staff are attentive and support children at a level suited to their age and stage of development. As a result the children demonstrate confidence and a sense of belonging. Even the youngest children make themselves at home quickly because they are regularly acknowledged and affirmed. This also helps to develop their confidence when making activity choices or seeking support. Children have regular opportunities to learn about the wider world. This is because toys and resources promote positive images of diversity, group times encourage children to share their own interests and the group provide activities based on different cultures and beliefs. This helps children learn about the similarities and differences between their own lives and those of others. Children

are well behaved. This is because staff are good role models who encourage good manners and spend a lot of time encouraging and praising children's achievements and positive behaviour. Staff manage children's behaviour in a way that promotes their welfare and consequently, children are polite towards staff and one another.

Children speaking English as an additional language are well supported between staff and parents, which helps them make good developmental progress. Children with learning difficulties and disabilities receive appropriate support from staff who work with parents and outside agencies to ensure their specific needs are addressed. The setting is accessible and inclusive which helps to ensure all children are included equally. The children benefit from consistency of care because staff and parents work together to ensure their needs are met. Information is shared regularly and parents feel that staff are very approachable and offer their children good quality care. They are encouraged to visit the setting to spend time within the nursery environment and the provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures. However, the written complaints procedure does not include all the required information.

The partnership with parents and carers is good. Parents of children in receipt of funding for nursery education feel the information they receive is of good quality. They have frequent opportunities to share their children's individual progress records. These comprise general assessments as well as a range of photographs and children's own creations. This helps to demonstrate how children are progressing. Planning is displayed and picture cards around the nursery include written explanations on the reverse about the activity shown and the areas of learning it relates to. This helps to keep parents informed about the activities and experiences on offer. Parents are encouraged to visit the nursery to share their special interests and skills with the children. This contributes towards reinforcing children's enjoyment of teaching and learning concepts.

Children's spiritual, moral, social and cultural development is fostered. They play well together and demonstrate curiosity and great interest as they explore a good range of exciting activities and experiences. Their social and communication skills are well promoted through the opportunities provided, including many role play resources and good staff support. Children are able to share and take turns as they play co-operatively together. They enjoy carpet activities where they have every opportunity to share their home news and interests. Staff listen to what children say with genuine interest, which helps children feel valued.

Organisation

The organisation is good.

Children are cared for in a safe, well organised and homely environment. They enjoy good relationships with staff and one another and are able to access a good range of play and learning experiences. Systems are in place to ensure the adults working with children are suitable and staff training needs are addressed regularly. The registration certificate is clearly displayed and although improvement is needed regarding the complaints procedure, the required records are otherwise in place and shared with parents. Children's welfare, care and learning are promoted well, due to the variety of policies and procedures, which help to underpin the group's professional practice. Space is considered well and staffing ratios are carefully maintained, ensuring children receive the required adult support.

The leadership and management is good. Staff demonstrate a good understanding of the Foundation Stage and apply this well in the activities and experiences provided. The group has

clear aims for the personal achievements and development of all the children attending. Planning covers all areas of the curriculum and this is monitored to ensure all aspects are covered. Further improvements are required to the methods used to fully assess children's progress, although it is clear from the evidence available that children are progressing well. Staff integrate the care and nursery education well, which helps to promote effective outcomes in all areas of child development. The provision of equipment, toys and resources is very good and teaching and learning is evaluated regularly. The setting maintains close links with local primary schools and other settings. This helps to prepare children who are moving on to school and support those who attend more than one early years setting.

The provider is very committed towards the ongoing improvement and development of the nursery. This is demonstrated effectively through regular self-evaluation and reflective practice. This helps to secure improvements and better outcomes for children. The group seeks advice from other professionals to ensure children receive the best possible support. The nursery provides a professional service. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was given one recommendation, to ensure the registration system records children's hours of attendance. This is now in place.

At the last inspection of nursery education, there were no significant weaknesses to report, although the group were left with two points for consideration. The first was to improve children's records of development and the second was to develop the outside play space. These points have been addressed. Children's progress records are in place and the next steps needed in their learning are identified. However, evidence of regular assessments for individual children is limited and a further recommendation has been left in this respect. The outdoor environment is frequently used to extend children's learning potential.

The provider has taken positive steps towards improving the service provided and ensuring children can play and learn in a safe and stimulating environment.

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 any 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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):

- ensure parents are made aware of the current procedure required for complaints
- continue to ensure rigorous hygiene procedures are in place regarding the storage of equipment used for snacks.

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):

- develop the links between observation and assessment to show consistent, ongoing progression for individual children.

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