

# Tigers Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	110634
<b>Inspection date</b>	02/10/2008
<b>Inspector</b>	Doreen Forsyth

<b>Setting address</b>	Henwick Court, Turnpike Road, Thatcham, Berkshire, RG18 3QY
<b>Telephone number</b>	01635 528857
<b>Email</b>	alison@bowood90.fsnet.co.uk
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Tigers Day Nursery was established in 1994 and is one of three privately owned nurseries. The children are cared for in premises that are part of a converted barn. The younger children are accommodated in two adjoining rooms downstairs and children from the age of about two years upwards use the two adjoining rooms upstairs. The nursery is situated in a rural location between Newbury and Thatcham in Berkshire. Children have access to enclosed gardens for outside play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 57 children at any one time. There are currently 82 children on roll, 27 of whom are in receipt of government funding for nursery education. The nursery welcomes children who have disabilities or learning difficulties and children who speak English as an additional language. The setting is open from 08:00 until 18:00 all year round, with the exception of bank holidays and a week at Christmas.

There are 19 members of staff working with the children, most of whom hold relevant early years qualifications at level 2 or 3. The other staff members are attending relevant training.

## Overall effectiveness of the early years provision

Throughout the setting, the effective and strong staff team interact really well with the children. They promote inclusive care which helps children to develop a positive sense of self. Staff value each child's background and differences. All the children are helped to learn and develop appropriately because they receive ongoing support and attention and are valued as individuals. The nursery is proactive in developing ways of evaluating the provision, but it does not effectively ensure that all the welfare requirements are completely met.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the complaints procedure is kept up to date and complies with current legislation.

To fully meet the specific requirements of the EYFS, the registered person must:

- develop staff's knowledge and understanding of child protection issues (Safeguarding and promoting children's welfare) 21/11/2008
- ensure the daily records of children's and key workers' attendance are accurately maintained. (Documentation) 07/10/2008

## **The leadership and management of the early years provision**

The nursery runs smoothly on a day to day basis because of the efficient leadership and management of the nursery. Policies and procedures are mostly well maintained and are made available to parents. Staff familiarise themselves with all documentation as part of their extensive induction procedures. However, there are some weaknesses in the complaints procedure and attendance records. All staff who work with the children undergo robust employment procedures and induction to ensure they are suitable to have access to the children. They are appropriately qualified or are encouraged to attend relevant training. Sufficient adult /child ratios are maintained, ensuring children are always well supported and receive lots of individual attention. The manager is very aware of child protection issues and all the correct procedures for safeguarding children are in place; however, some of the other staff's knowledge and understanding of child protection issues is not sufficient to ensure all children are suitably protected.

The nursery management involves all staff in the continuous assessment process. They assist in reviewing the strengths and areas for improvement in the setting. They have clearly identified some targets for future improvement, such as updating the toddlers' play area. Staff and management value the support and advice of external agencies and can link with other provision if necessary to meet children's individual needs. The setting recently carried out a survey to find out about parents' views on the provision, and then swiftly addressed the suggestions made for improvements. The setting has acted appropriately on the recommendations made at the last inspection, for example, staff have rearranged the playroom for two- and three-year-olds so that the children can more easily access and choose their own resources.

## **The quality and standards of the early years provision**

Children in all age groups thrive and enjoy their time at the nursery; they are learning and developing very well across all the six areas of learning. Throughout the setting, the very skilled and experienced staff plan purposeful activities that children enjoy and that are suitable for their age and stage of development. The babies and toddlers are able to play, eat, rest and sleep according to their individual needs and routines. They enjoy stories and simple rhymes and are encouraged to develop their communication and language by exploring sounds with the staff. All through the setting staff relate very well to the children. They question them well, encouraging their language development and their numeracy and reasoning skills. Staff observe the children as they play. They record and assess the children's progress and then competently use these observations to help plan other activities that will help the children move forward in their learning. The staff know the children in their care very well and are able to provide challenge and interest for them in their daily play. All the children begin to learn to be independent; for example, the older children are able to put their coats on for outside play and the younger children quickly learn to use spoons to feed themselves at mealtimes.

Children's good health is well promoted. They enjoy well balanced and healthy

meals and snacks which are cooked at the setting's sister nursery. Any special dietary needs are well recorded and observed. Children can access regular drinks, and the babies' feeding routines are well observed. The older children use the outside play areas each day. They enjoy developing their physical skills when on the climbing resources and learn about the natural world when exploring the textures and colours of autumn leaves. The babies are sometimes taken out for local walks, for example, during the inspection they enjoyed a walk to the nearby garden centre to buy flowers for the nursery. The children begin to learn about good hygiene routines, such as washing their hands when appropriate. They also learn about keeping themselves safe; for example, they are reminded to walk indoors so that they do not hurt themselves or others. Children's good behaviour is valued and promoted very well. They are encouraged to learn to consider the needs of others.

All the records, policies and procedures that help to ensure that children enjoy and achieve, are kept safe and healthy, and to promote their well-being are in place and well kept. However, the record of children's and staff's attendance is not always accurate and the complaints procedure is not fully compliant with current legislation. The nursery is bright and attractive, with children's work, posters and photographs well displayed. Staff carry out regular risk assessments to ensure the premises and garden are safe and suitable for the children, the records of the risk assessments are well kept. All children are welcomed into the setting, including those that have learning difficulties or disabilities. The setting has plans in place to ensure the outside areas are made more accessible for all children. Children have free access to a wide range of appropriate and well maintained toys and resources. Cots, highchairs and buggies are available to ensure that the babies' and toddlers' needs are met.

Children's progress and development is recorded by each child's key worker. However, the key worker system is not yet used to form close one-to-one bonds with the children and develop further links with their parents. The nursery has a good partnership with parents; they receive written or verbal information about the children's activities each day and they are always welcomed into the setting. There are regular reports and parent evenings, as well as informative displays showing the educational programme used in the nursery.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.