

# Tigers Too Day Nursery Ltd.

Inspection report for early years provision

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**Unique reference number**

EY276150

**Inspection date**

26/09/2008

**Inspector**

Jenny Scarlett / Claudia Padfield

**Setting address**

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**Type of setting**

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 Too Day Nursery is one of three nurseries run by Tigers Day Nurseries Ltd. The nursery opened in 2004 and operates from four rooms in a two storey self contained building. It is situated in the town centre of Thatcham in West Berkshire. All children share access to a secure enclosed outdoor play area. In addition staff utilise the local community such as taking children on outings to the local parks and places of interest.

A maximum of 60 children may attend the nursery at any one time. The nursery is open each week day from 08:00 to 18:00 all year round. The nursery is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. There are currently 80 children aged from three months to under five years on roll. Children come from a wide geographical area. The nursery currently supports a small number of children with special needs and those who are learning English as an additional language.

The nursery employs 19 staff, including auxiliary staff. Twelve of the staff, including the manager hold appropriate early years qualifications. Four of these staff are further developing their childcare qualifications. Five staff are working towards a qualification.

## **Overall effectiveness of the early years provision**

Tigers Too Day Nursery provides a stimulating and calm learning environment for all children attending. Staff recognise children and families are individual and tailor the learning and development to harness each child's individual potential. Some staff lack knowledge of developmentally appropriate practice. Internal transitions for children moving through the nursery are a particular strength. However, current recording systems fail to document the starting points for those children who are very new to the setting.

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

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

- develop opportunities for children in Tigers to initiate and develop their own play opportunities
- ensure all children's starting points are identified in order for staff to be able to meet their individual care needs

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

Staff have good opportunities to attend a wide range of courses of interest and to promote their individual career development. This is further supported by an effective team structure with opportunities for promotion which are regularly

reviewed with the senior management team. Staff receive regular one to one support through a tiered mentoring and appraisal system. A robust system for evaluating practice is in place. This is done in corporate team meetings where all the company nurseries meet together and review the impact of practice as a whole. As a result, senior staff adapt the changing environments and parental wishes within each of the three nurseries. The staff recruitment and retention systems are robust, which ensures the children are safeguarded at all times. The senior management team continue to adapt this process to ensure children's well being are a priority, for example, the implementation of a more vigorous induction programme for new staff.

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

Tigers Too Day Nursery promotes a community ethos which all the staff sign up to. This provides a well rounded curriculum which promotes a home from home environment where the children flourish. Staff make regular observations of children in their care to identify their starting points and plan the next steps of learning. However, staff are less secure in identifying children's starting points of children new to the setting. Staff work collaboratively to ensure children's transitions through the setting are tailored to meet their individual needs. For example, children spend key parts of the day to adjust to new routines such as lunch or sleep time so that they begin to know and can adjust to the different room. Equally staff plan and meet together including parents in the discussions.

Routines for the younger children in Roos are adapted according to their personal care needs such as accommodating a late lunch if they are asleep. The excellent strategies used by staff in Owls such as talking and signing to reinforce behaviour expectations enable children to fully participate in all aspects of the daily routine. Staff revisit and identify times when children need extra support such as meal times for those learning English as an additional language. Children enjoy making choices from the wide range of activities and resources available. This is evident in Roos where younger children are confident to choose books and name songs they want the staff to sing. Children in Owls use their imagination well as they use a variety of toys and equipment to become 'power rangers' and negotiate roles. Children are listened to and share personal experiences. They feel valued as they share the exciting news about the arrival of a new baby sibling. Staff further the children's learning by extending the conversation and sharing the learning with the small group of children who are present. Children in Tiggers enjoy sand play. However, some staff's lack of understanding regarding children's individual learning prevents children from freely initiating their own play and learning.

A clear set of policies and procedures are displayed in the front hall. These are effectively shared with parents. The questionnaires for parents seek further clarification about the provision and are used as an evaluation tool to improve practice. Reviews by the senior management team are acted upon through the staff meetings and in-house training sessions. Older children are able to articulate what happens when an emergency evacuation takes place and know they have to stand by the tree. Adults support children across the nursery to develop good manners by staff promoting themselves as good role models and expectations. As a result,

children freely say please and thank you and older children say 'excuse me' before interrupting.

## 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>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

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

### 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>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
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.