

Tiggers Nursery School

Inspection report for early years provision

Unique reference number	127717
Inspection date	20/05/2009
Inspector	Clementina Ogunsanwo

Setting address	Dunton Green CP School, London Road, Dunton Green, Sevenoaks, Kent, TN13 2UR
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Type of setting	Childcare on non-domestic premises
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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 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

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 in the early years age group may attend the nursery at any one time. The setting is open each week day from 09:00 to 12:00 or 09:00 to 12:55 for those attending lunch. '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 26 children on roll, and all of them are within the Early Years Foundation Stage age range. The nursery is registered on the Early Years Register, and the voluntary and compulsory parts of the Childcare Register. There are two members of staff who hold appropriate early years qualifications.

Currently, there are no children with learning difficulties and/or disabilities. There is a suitable ramp which facilitates access for children who may require this facility. The nursery maintains positive links with the primary school on the same site, which facilitates children's smooth transition into the primary school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's learning and development is promoted well in a nurturing and conducive learning environment. Staff have effective systems in place to ensure all children's equal access to the range of activities and equipment provided. Parents and carers have overwhelming support for the work of the nursery, and express confidence in the quality of care and education their children receive. One parent commented, 'A lot of work is put in by the staff which is beyond expectations; staff are friendly and helpful'. The pre-school is very well resourced and has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- improve assessment systems, to monitor the level of progress children make towards achieving the early learning goals
- extend the range of activities that develop children's awareness of the cultures represented in modern British society

The leadership and management of the early years provision

The nursery is well organised. Policies are accessible, well maintained and regularly reviewed. Safeguarding procedures are good, and risk assessments are carried out on a regular basis to promote children's well being and keep them safe. For

example, the area used for cooking activities is thoroughly checked to ensure all utensils are clean and that all food used has been stored properly. Vetting procedures ensure that staff are suitably qualified to promote the children's learning and welfare. Self-evaluation is good, and staff have attended many training programmes and accessed support from external agencies to help improve the quality of provision. Good improvements have been made since the previous inspection, for example in relation to ensuring rigorous hygiene procedures are in place regarding the storage of equipment used for snacks. Staff work well together as a team, which facilitates consistency of approach in the care and education of the children.

Good planning ensures that a wide range of activities and tasks are made available. All children are fully included in the activities and use of equipment. The pre-school is well resourced, and makes effective use of the indoor accommodation to facilitate children's games sessions and other learning opportunities. Children also use the spacious outdoor environment well to make imaginative use of a range of suitable play equipment. The nursery maintains very positive links with parents and the main primary school, which enhance the continuity in children's learning. Parents contribute valuable background information about their children on entry to the nursery, which assists staff in addressing the individual needs of the children. Parents are regularly kept informed of the nursery's activities, current topics and their children's progress. Staff undertake regular assessments of children's work, and use the information from assessment effectively to plan the next stage of the children's learning. However, monitoring children's level of progress towards the achievement of the early learning goals is at the early stage of development.

The quality and standards of the early years provision

The nursery provides a wide range of meaningful and worthwhile activities, that all contribute well to the children's good progress. Children enjoy, and enthusiastically undertake, the activities available. The increased emphasis on developing children's speaking and listening skills is helping them to communicate effectively with each other and with staff. For example, children undertake lively conversations with each other during snack times. 'We are making a banana boat!' commented one child. Snack times are pleasant social events which facilitate children's interaction with each other.

Children have an exciting start to learning, from the valuable opportunities for creative expressions through music, dance and arts and crafts. They make imaginative responses to the regular 'Pip Squeaks' music sessions, with corresponding body movements. They also use a variety of musical instruments most effectively to create a superb music session. Staff's active involvement makes learning fun. Staff are consistent in managing children's behaviour, and as a result, behaviour is good and the children are keen to join in. Children promptly comply with instructions and cooperate well with each other during activities and at snack time. Staff carefully plan activities that cover all areas of learning, both inside and outdoors, and which include practical tasks and additional opportunities to develop children's curiosity and ask questions. The celebration of cultural activities, such as

making Eid cards as part of the Moslem cultural festival, is helping children to develop an awareness of other cultures. However, staff recognise that more work needs to be done to actively promote children's awareness of the range of cultures represented in modern British society.

There are well-established systems which help children to settle into the nursery's routines. Staff positively interact with the children, and support them well during activities which assist them in making imaginative use of language and develop their number skills. The children are developing independence, and are able to wash and dry their hands after activities and pour their own drinks during snack times. They make an exceptionally positive contribution when actively making a choice of story session and serving snacks to the rest of the group. They also readily tidy up at the end of sessions. Staff supervise children well during activities, which promotes their safety and well being. Children have ready access to drinking water, and are provided with a healthy selection of fruit and vegetables during snack times. This ensures they have a very clear understanding of being healthy. Physical development is good, and children confidently use outdoor resources, such as bikes, and make effective use of climbing and balancing equipment. The indoor learning environment is also stimulating, with attractive displays of children's work. The children are supported well throughout by enthusiastic staff, who are preparing them well for their future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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