

# Tiggers Too Day Nursery

Inspection report for early years provision

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**Unique reference number** 103167  
**Inspection date** 19/04/2010  
**Inspector** Jayne Pascoe

**Setting address** The Old A30, Blackwater, Truro, Cornwall, TR4 8EY

**Telephone number** 01872 560128

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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*.

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## Description of the setting

Tiggers Too Day Nursery is owned by a limited company. It opened in 1997 and operates from a three unit complex, situated in the rural village of Blackwater, close to the city of Truro, Cornwall. The premises are generally accessible, although the pre-school room has a short flight of steps. A maximum of 66 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am until 6.00pm for 51 weeks of the year. All children have access to a secure enclosed play area.

The nursery is registered by Ofsted on the Early Years Register. There are currently 78 children in the early years age group, some are in part-time places. The nursery supports children with special educational needs.

There are 13 members of staff, 12 of whom hold an early years qualifications to an NVQ level 3. One member of staff holds an NVQ level 2 qualification and is working towards an NVQ level 3. The manager has recently achieved a Foundation Degree and is working towards a Honours Degree. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery staff team are well-qualified, experienced and knowledgeable. They demonstrate a very good understanding of the principles of the Early Years Foundation Stage. An effective key person system is instrumental in enabling staff to successfully identify and meet children's individual needs. Positive relationships have been established with parents and other agencies. The nursery demonstrates a high level of commitment to maintaining continuous improvement in their practice.

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

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

- ensure that the older children benefit from a well-resourced indoor role-play area and that the outdoor mark-making areas are purposeful and provide sufficient levels of challenge
- develop systems to work closely and effectively with other providers of the Early Years Foundation Stage, in order to provide continuity of care and cohesive learning experiences for those children attending more than one setting.

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

The nursery is well organised, comprises a clear management structure and operates effectively. Staff follow appropriate written procedures to safeguard the children in their care. Written risk assessments are in place and are used effectively to identify and reduce potential hazards. Daily visual checks are completed by staff and any maintenance required is carried out immediately. Suitable procedures are in place for recruiting and vetting staff. Visitors to the setting are monitored closely. An effective child protection policy is in place which follows Local Safeguarding Children Board procedures. Staff demonstrate confidence in their ability to identify, record and report any concerns appropriately. Children are supervised closely at all times and are developing a good understanding of the importance of maintaining their own safety.

The nursery understands and values the importance of partnership working and liaises closely with parents to ensure that children's unique needs are identified, respected and met. As a result, the nursery is successful in providing an inclusive environment. Staff visit children at home prior to them attending the setting, in order to establish an understanding of their family structure and to begin to develop positive relationships. As a result, staff know children very well and plan to provide activities based upon children's individual preferences, interests and abilities, in order to help children settle. Favourite toys are made freely available to children and additional resources are set out attractively to encourage exploration and investigation. Children benefit from an enabling and stimulating environment.

The setting welcomes advice and support from the local authority and has established good working relationships with local schools. However, systems for working with other providers of the Early Years Foundation stage are not yet in place. A good range of visual aids and resources are provided which positively promote an awareness and understanding of people's differences. The nursery is effective in the use of reflective practice, staff appraisals and self-evaluation, in order to drive further improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children are busy and occupied in a wide range of interesting and enjoyable activities. They are extremely well supported by a dedicated and confident staff team, who provide an extensive range of enjoyable toys and resources that successfully promote their learning and development. Babies have their own designated areas but staff ensure that they are fully integrated into the nursery group at various times of the day. As a result, they benefit from interacting with the older children, who enjoy role-modelling and caring for them. Older children are encouraged to take responsibility and as a result are increasing their levels of independence and developing a sense of belonging. Staff listen attentively to children and act upon their ideas and suggestions. They value children's achievements and set good examples to promote high standards of behaviour.

Children are happy, settled and content and are clearly familiar with the daily routine. Children have formed positive relationships with adults and other children. Older children in particular have established strong peer groups. They are able to initiate their own ideas for activities using the extensive range of resources available, negotiating, cooperating and maintaining harmonious play for considerable periods of time.

Staff support babies very well through use of eye contact, facial expression, vocabulary and signing. Older children are afforded considerable input from staff who respond very well to children's questions. Children freely select favourite books and are able to take them outdoors to enjoy in the sunshine. Older children have free access to coloured chinks, large brushes and water to mark-make on the various outdoor surfaces. However, these activities lack sufficient opportunity for further challenge. Children demonstrate a very good ability to problem-solve when they are completing puzzles and constructing their 'house', using the large wooden blocks in the outdoor 'builders yard' role-play area. They work well together to plan and design, before creating their 'home'. Children sort and match using a range of interesting resources and they regularly measure, calculate, count and discuss size and shape.

Children benefit from an extensive outdoor learning environment. They explore and investigate the outdoors in all types of weather, as they are provided with appropriate protective clothing. Children grow plants and tend them, they are developing an awareness of sustainability as they compost and recycle. The outdoor area offers tables of shaving foam, which all children enjoy manipulating into different patterns. There are covered areas, a sensory garden, a safe and secure area for babies and large scale physical activity areas. Children greatly enjoy their time outdoors. Staff are constantly developing new ideas for outdoor play, such as wall mounted sorting activities and music areas. Children benefit from very good opportunities to enjoy fresh air and physical exercise as they play and learn. Children are developing a sound understanding of the importance of maintaining their own good health. Health and hygiene practice at the nursery is good. Shoes are removed before entering the baby room, children are kept clean and babies personal care needs are met promptly. Drinks are readily available throughout the day and the setting have introduced a 'breakfast club', for children who arrive at the nursery very early in the morning. Healthy and nutritious meals and snacks are provided throughout the day and specific dietary requirements are identified, respected and met.

Children have free use of computer equipment and programmable toys. A good selection of visual aids are displayed, which depict the range of people in our community and positively promote an awareness and understanding of the wider world. Children benefit from interesting creative opportunities using materials such as water, chinks, shaving foam, glitter and pasta. They initiate role play in several areas of the nursery, both indoors and out. However, the indoor role play area currently lacks a sufficient range of resources that provide opportunities for purposeful and sufficiently challenging play. Children's collage, paintings, drawings and models are displayed attractively throughout the nursery to be admired by all. Displays are changed regularly as children explore different topics and themes.

There is evidence that children are making good levels of progress during their time at the setting. They are curious, inquisitive and keen to learn.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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