



Tigers Too Day Nursery LTD

Inspection report for early years provision

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Inspector Jenny Scarlett

Setting Address Chequers Court, Station Road, Thatcham, Berkshire, RG19 4PR
Telephone number 01635 866321 01635528857 J Tubb
E-mail alison@tigersll.fsnet.co.uk
Registered person Tigers Too Day Nursery Ltd
Type of inspection Integrated
Type of 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Tigers Too Day Nursery is one of two nurseries run by Tigers Day Nurseries Ltd. It opened in 2004 and operates from three rooms in a safe contained building. It is situated in the town centre of Thatcham. 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. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from 3 months to under 5 years on roll. Of these

17 children receive funding for nursery education. Children come from a wide geographical area. The nursery currently supports a small number of children with special needs and those who speak English as an additional language.

The nursery employs 18 staff, including auxiliary staff. Of these 11, including the manager hold appropriate early years qualifications. Three of these staff are further developing their childcare qualifications. Four staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted effectively by staff who demonstrate a sound knowledge of the procedures for promoting health and hygiene. Children have an awareness of their own needs and are developing independence in their personal care. Suitable hand washing facilities aid the children's development in their personal care and independence skills. They actively contribute to the development of the health and care routines such as tidying up and preparing themselves and the rooms for snack and meal times. Good procedures such as, staff consistently wearing disposable gloves and aprons for nappy changing sustain high levels of hygiene and help prevent the spread of infection. Children are protected well through the staff's good understanding of the correct procedures to be followed if accidents occur or children require medication.

Children's healthy growth and development is being fostered as staff show a good understanding of their individual dietary requirements. Drinks are available to all children throughout the day and staff acknowledge when young babies may be thirsty. Children and babies enjoy the varied and well presented, nutritious healthy meals. These comply with individual children's dietary requirements to ensure children remain healthy. Babies and young children enjoy the one to one adult contact at meal times and are given time to taste, enjoy and finish their food in a relaxed and calm environment. However, children in Tiggers room do not have access to plates at tea time.

Children develop their fine muscle skills, coordination and control, through safe handling of a variety of equipment, tools and materials such as pencils, puzzle pieces and cutlery. They move confidently around the setting demonstrating good spatial awareness, for example sitting on individual mats at group times. Children walk up and down the stairs, kick and catch balls and run confidently. Children take part in a range of activities in all areas of learning, which help to develop both their fine and gross motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in premises that are safe, clean and well maintained. The

environment is warm and welcoming to parents and their children, who are greeted individually on arrival. The individual welcome helps the children feel secure and encourages them to settle at the start of the session. Children use a good range of safe and developmentally appropriate resources. These are particularly well presented in the Tiggers room to encourage the children in their development and play. The nursery is bright and attractive with a wealth of displays, informative notice boards and well presented children's art work. Playrooms are spacious and welcoming for the children. However, the outdoor play area lacks challenge for the children to climb and balance.

Children feel confident and secure in their environment through the good deployment of staff who work directly with them. Staff's awareness of children's developing abilities helps to ensure appropriate safety measures are in place to avoid dangerous situations and minimise risks. Children use good quality, well-maintained indoor equipment and resources. They play safely because staff remain vigilant. Children know to hold the banister when walking up and down the stairs and that the staff need to check the gate is properly bolted before they leave the room. Through gentle encouragement the younger children learn to be gentle around the non-mobile babies and not to climb on the tables. Children are encouraged to tidy up at routine changes in the day or when preparing for snacks and meal times. This helps them to take responsibilities and care for their environment and resources.

Children are protected well by staff who have a sound understanding of child protection policies and procedures and give good priority to the children's welfare. Staff child ratios ensure that sufficient staff are on duty to meet the individual needs of the children throughout the day.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident relaxed and settled within the nursery. They enter the nursery happily. Children in the baby and younger toddler rooms develop good close relationships with the staff. Children are able to rest and be active according to their individual needs. Staff are developing the Birth to Three Matters guidance well to provide a good and varied range of physical play experiences for babies and children under 3. Children learn through play. The under 2s (Roos) experience a varied range of practical experiences that interest them and stimulate their developmental needs effectively. They have warm relationships with staff and benefit from the one to one care and key worker system receiving much individual attention. Babies enjoy varied activities to encourage their development. They explore a variety of hand held toys and musical resources, feeling and tasting them. Some decorate biscuits with icing. Older babies develop an interest in books as staff read to them after lunch. Children develop their walking skills, they experiment as they step around furniture and stand in the activity centre feeling, bouncing and exploring the various musical activities and sounds. Children in Tiggers have access to a good range of activities. They draw pictures with oil pastels, create insects with Paper Mache and paint them. Their imaginative play is developing well as they dress dolls with staff and wrap them up to put them to bed. Children have great fun as they put the balls in the marble run and

watch them go through the tunnels.

Nursery Education

The quality of teaching and learning is satisfactory. Children are confident in their environment. They arrive happily and quickly settle into self-chosen activities. Children eagerly show visitors their workbooks and describe some of the books they take home to read. The staff plan and provide a suitable range of activities that promote children's learning towards the early learning goals. However, they do not provide natural materials, such as sand, paint and water for children to explore and use on a daily basis. Staff act as positive role models, they know the children well and have a good relationship with them. They are aware of each child's stage of development and undertake regular assessments of the children. The information from assessment is not being consistently used to identify children's next steps in learning. This leads to some activities lacking challenge and limits the choice for children to initiate their own activities. Staff work directly with the children. They show a sound understanding of the individual development needs of the children. Staff help children focus on activities such as playing the game Honey Bug Tree or completing developmentally appropriate puzzles. Some children demonstrate good concentration skills as they build roads for the cars and lorries and explore the texture of shaving foam.

Relationships are generally good with a buzz of children engaged in varied activities. Children's individual needs are being met through staff's sensitive and appropriate actions that promote their self-esteem. Positive relationships are evident. Children choose to sit with friends at snack and meal times and they show care and concern for each other. They hold hands at impromptu moments such as sitting together for story time. Children begin to distinguish between right and wrong and receive gentle encouragement from staff.

Children have a good range of vocabulary. They use language confidently when talking to their peers and with staff. This has a positive effect on their growing social skills and self-assurance. Some children confidently recognise their own names and those of others. They self register for snack time and find their individual drawers to store their pictures and personal possessions. Most of the 4 year olds demonstrate good handwriting skills as they confidently write their own names on pieces of work and attempt to write for a purpose. These children demonstrate how they can hold a pencil correctly.

Children's personal independence is developing well. They change for dancing and confidently attempt to put their coats on for outside play. Children enjoy playing the part of daily helper as they help serve the tables at lunchtime. However, staff do not utilise the opportunities to develop the children's independence further, for example, pouring their own drinks and serving refreshments at snack times. Children respond well to the routine changes in the day, they follow clear guidelines and are aware of expectations such as tidying toys and resources away. Children develop a good awareness of their own needs and a respect for the needs of others. They show a good understanding and willingness to keep themselves safe and healthy through routines such as hand washing and caring for their environment. Children are sensitive to the needs of others, they readily share toys and resources and many

children co-operate with each other.

Helping children make a positive contribution

The provision is good.

Children feel valued in the setting. Relationships are good overall. The play and education provision is organised to ensure children have access to a varied and satisfactory range of activities. Children arrive at the setting happy and confident. Younger children benefit from the positive partnership staff have developed with parents. Babies settle well because staff work closely with parents to ensure they follow their individual routine. Children's individual pegs and labelled boxes provide them with a sense of belonging as they store their pictures and personal possessions.

Partnership with parents is good. Parents and carers are well informed by staff. They share relevant background information, play activities and discuss children's specific needs. Informative notice boards with relevant up to date business information and current project work are accessible to all parents. Children benefit from the open door policy and two way sharing of information, with opportunities for parents to speak to staff on a daily basis. Parents receive regular opportunities to contribute to the assessments made on their child and are encouraged to be involved in their learning. As a result, parents and carers have a sound understanding of their child's progress.

Staff are proactive in ensuring the needs of all children are being met. They demonstrate a sound knowledge of the individual needs of the children in their care. Staff monitor the children's smooth transition for babies and toddlers into the older children's groups well. As a result children receive good support to ensure they settle and are happy in their new environment. The special educational needs coordinator (SENCO) demonstrates a sound knowledge of the fundamental principles of the code of practice. As a result, staff work together with parents, carers and other professional bodies to organise the environment and plan appropriate activities to ensure the children take part at a level appropriate to their needs. Children develop a positive attitude to others through varied positive images displayed around the setting. Children receive good opportunities to visit the local community, further developing a secure knowledge of the wider world. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The provision for the quality of leadership and management is good. Staff who have appropriate early years qualifications and experience in caring for young children support children's well being and education. Staff demonstrate a good understanding of their roles and responsibilities. Policies and procedures are part of the staff induction and helps to ensure consistent provision for the children. The management team provide good opportunities for staff to undertake external and in-house training thus promoting their personal development. This is used to help develop staff skills in

organising provision that meets the children's needs, keep them healthy and safeguarding their welfare.

Children's care is enhanced by the setting's effective organisation. Staff observe children's development and learning and keep records that help them to meet their needs. Children's records are openly shared with parents and their contributions valued to help them develop to their full potential. Staff understand and follow the settings policies and procedures to take appropriate steps to protect children, promote their well-being and support their development. As a result, overall, the needs of the range of the children are met.

The senior management team have a strong vision for the nursery. Regular meetings are held, when staff are able to share their views and contribute to the organisation of the nursery. Staff work co-operatively to help the nursery run smoothly. The senior management team monitor and evaluate the provision. They clearly know the strengths and weaknesses of the provision and work hard to ensure staff work effectively and have the relevant skills and qualifications to carry out their role.

Improvements since the last inspection

The nursery have made improvements acting on the recommendation raised at the last care inspection. This was to record precise times of arrival and departure of the children in the attendance register. All room registers clearly record the actual times and departure of the children. Staff attendance is also recorded. As a result, procedures for recording children's attendance provide staff with a secure knowledge of the number of children in attendance so that they can provide better levels of care for all children.

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

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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):

- provide suitable utensils for the children in Tiggers at meal times to aid their independence skills

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 use of the assessment programme to ensure the next steps for children's learning are identified
- further develop planning to include regular access to basic play provision to promote broad learning objectives.

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