



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 123115

DfES Number: 584378

### INSPECTION DETAILS

Inspection Date 29/11/2004  
Inspector Name Tracy Maria Clarke

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Tiggers Nursery School  
Setting Address 87 Putney Bridge Road  
Putney  
London  
SW15 2PA

### REGISTERED PROVIDER DETAILS

Name Ms Natasha Green

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Tiggers Nursery opened in 1996. It operates from the ground floor and basement of a large terraced house in Putney, which consists of four play rooms, plus toilet facilities, storage and an office. Kitchen, laundry and staff facilities are available on the first floor. The nursery uses the park opposite for supervised outdoor play. It serves the local community.

There are currently 56 children aged from 2 to under 5 years on roll. This includes 16 funded 3 year olds and 8 funded 4 year olds. The setting currently have 3 children who are bilingual. At the moment, there are no children with special needs. Children attend a variety of part time sessions.

The nursery opens five days a week, term time only. Sessions are from 09:00 to 12:00 and 12:45 to 15:15. The nursery also offer 09:00 to 15:15 full daycare sessions so older children can stay all day, with a packed lunch.

Seven members of staff work with the children, who are both full and part time, plus an administrator who also teaches French one morning a week. The Person in Charge and three members of staff are qualified to PGCE, NVQ level 2 and 3, Montessori Diploma and B.Tech and one of these is undertaking further study for NVQ level 4. Two unqualified members of staff are currently working towards recognised early years qualifications. The nursery has an early years student on placement. The setting receives support from the Early Years Development and Childcare Partnership.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Tiggers Nursery School provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for mathematical development, communication, language and literacy, and personal, social and emotional development is particularly well planned and children make very good progress in these areas.

The quality of teaching is generally good, with some very good aspects. The staff provide a wide range of stimulating activities and planning sets out clear learning intentions. Staff have a good knowledge of the foundation curriculum, and use this information to carry out evaluations of children's individual progress, and set targets for children's learning. There are occasions when every day activities are not sufficiently differentiated.

Staff use resources and time effectively to provide exciting experiences for children. They build good relationships with children and have high expectations of their behaviour. Staff provide challenging activities to encourage mathematical thinking. They effectively question children to encourage their vocabulary and their ability to describe and express themselves. There are occasions when children are over directed during the free play session, although their independence is encouraged.

Leadership and management are generally good. Staff are aware of their responsibilities and work well together to share their knowledge of children's progress. Staff are deployed effectively to provide good support for children, and an appraisal system ensures teaching and planning are evaluated. There are occasions when assessments are not used fully by staff to identify activities, which will provide greater challenge for children.

The partnership with parents is very good. Parents are welcome to take part in activities and events. Staff regularly update parents on their child's progress and share information with them about the activities that their child enjoy.

### What is being done well?

- The staff work very effectively with parents as a two way process, providing comprehensive information about the setting, and discussing the activities provided and children's weekly progress.
- Staff are very confident at encouraging children's mathematical development, using a stimulating range of resources, activities and specialised equipment to encourage their mathematical thinking in all areas of play.
- Staff are very good role models for children, using excellent strategies to promote children's consideration for others. Children understand fully the

boundaries within the setting and as a result, are able to play co-operatively together.

- Staff are caring towards children and give good levels of support to them. They encourage children to develop their vocabulary through effective questioning, and are aware of each child's individual progress and needs.
- Staff plan a wide range of exciting and stimulating activities which encourage children to explore themes in a meaningful way. As a result children are motivated to learn and enjoy their time at the nursery school.
- Effective use is made of the local park, with children exploring the changing seasons, undertaking nature walks and using a range of climbing apparatus to extend their gross motor skills.

### **What needs to be improved?**

- the use of assessments, so that staff identify opportunities to challenge more able children and to differentiate activities to take account of the way each child learns and their individual progress
- the opportunities for children to initiate their own activities during free play sessions
- children's free access to a more advanced range of tools and equipment, to enable them to assemble and join a range of resources, and extend their individual design skills
- the integral use of positive images which reflect the local community, within all areas of play

### **What has improved since the last inspection?**

Four key issues were made at the last inspection. The setting has made good progress with addressing the issues raised.

Staff now involve mathematical ideas into all areas of play, such as when children are singing, large group activities, circle time and when playing with the parachute. Children are therefore making very good progress in this area, as they have lots of opportunities to extend their mathematical thinking during everyday play opportunities.

Since the last inspection the staff team are much more involved with the planning, and they identify activities that they will carry out with the children each day. The deployment of staff is good and the key worker system is effective, enabling children to receive good levels of support.

The manager has also devised an appraisal system which enables her to evaluate teaching and to identify the training needs of her staff team. As a result staff are undertaking a wider range of training courses, to increase their skills.

The staff team have also taken steps to improve and develop the role play area. Every month the role play area is changed, and the staff ensure that all areas of learning are incorporated into this area. As a result children are able to engage in play based on their own first hand experience, whilst also developing and extending their learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy their time at the nursery, approaching activities with interest and enthusiasm. They link up well with each other, having developed close friendships, and are able to seek support from staff when necessary. Older children are very caring of younger children, holding their hands when they cross the road. Children also respond well to changes in routine, helping to clear equipment away. Children are encouraged to develop independency when using the toilet and washing hands.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy looking at and listening to story books, responding well to questions asked by staff about the narrative. They use their vocabulary well during singing sessions, where they have built up a wide range of songs. Children describe things and express themselves fully when they undertake an imaginary journey in a car. They mark make in all areas of play, with some children able to form recognisable letters. They can find their own name cards and are beginning to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently as they paint five speckled frogs, purchase currant buns from the bakers shop and count up to ten before running under the parachute. Sand and water play develops their awareness of volume and they measure ingredients during weekly cooking activities. Children assemble a range of construction resources and jigsaw puzzles, selecting the right pieces to complete. They are able to match and sort by colour, shape and size using a range of resources.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy experimenting with textures and colours, describing how they look and feel. They explore changing seasons and undertake regular nature trails to feed the ducks, undertake bark rubbing and look for insects. They observe ice melting and discover the life cycle of a frog. ICT equipment is used confidently and through festival celebrations children are becoming aware of the cultures and beliefs of others. Resources, which reflect diversity in our society, are not fully integrated.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Daily trips to the park enable children to climb a range of apparatus, to throw and catch balls and to run and chase one another. They show a good awareness of how to use equipment safely. Children are learning about how their bodies work, what food is healthy, and show a good awareness of hygiene. They pour, roll and mould using water, play dough and sand, and move creatively to music. Children are not challenged fully to increase their control through using more advanced tools for assembling.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy acting out a narrative, pretending to go on a car journey and joining in with familiar songs and stories, using puppets. During music sessions they tap out rhythm on the instruments and learn to experiment with loud and quiet noises. Children link up with one another to undertake role play, serving coffee and taking customers orders in the internet café. They enjoy experimenting with colour and textures, although some craft and free play activities are too adult directed.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve the use of assessments, so that staff identify opportunities to challenge more able children and to differentiate activities to take account of the way each child learns and their individual progress
- provide greater opportunities for children to initiate their own activities during free play sessions
- improve children's free access to a more advanced range of tools and equipment, to enable them to assemble and join a range of resources, and to extend their design skills

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*