



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 110634**

**DfES Number: 519312**

### **INSPECTION DETAILS**

Inspection Date	06/07/2004
Inspector Name	Sheila Collins

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	Tigers Day Nursery
Setting Address	Henwick Court Turnpike Road Thatcham Berkshire RG18 3QY

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Alison Joy Blunt
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## 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

Tigers Day Nursery was established in 1994. It is situated in a rural location between Newbury and Thatcham. Children attending come not only from the local area but from farther afield, as it is easily accessible from the A4. The nursery is open every weekday between 8:00 and 18:00 with the exception of Bank Holidays and a week around the Christmas holiday.

The children are cared for in separate areas of the nursery. The youngest children are accommodated in two adjoining rooms downstairs and children from the age of about two years upwards use the two adjoining rooms upstairs. All children have access to outdoor play. The garden solely for the use of the younger children is immediately outside their room, with the play area for the older children to the side of the nursery building and accessed via a secure walkway.

Registered for 46 children aged up to five years, children can attend on a full time or sessional basis. At the present time there are 84 children on roll, of whom there are 33 three and four year olds in receipt of the nursery education funding. The nursery supports children with English as an additional language and special educational needs. The nursery has support from specialist teachers from the West Berkshire Early Years Development and Childcare Partnership and other professionals.

There are seventeen members of staff working directly with the children, four in the main room in which the funded children meet. Of these nine have a qualification equivalent to NVQ 3 or above; one is working towards NVQ 3 and three are working towards attaining level 2. Other staff members are the manager, who is supernumerary, the cook and peripatetic French and dance teachers.

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

### How effective is the nursery education?

The provision is of acceptable and is of high quality. The children are making very good progress towards the early learning goals. Attainment is very good in communication, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development and these are well taught. Staff have appropriate expectations of children in their personal, social and emotional development and the children's progress in this is very good.

Staff have a clear understanding of the early learning goals and well planned activities engage and sustain the children's interests and efforts. Staff know each child well and take into account the individual learning needs of all children. There are good resources to support all areas of learning.

Leadership and management in the nursery is very good and effective. Relationships between staff and children are good. As a result the children are confident and generally behave well. The children are assessed regularly, using a format linked to the early learning goals. Children's assessments are taken into consideration when planning but there is no evidence in the plans to show how the needs of more or less able children will be met.

The nursery has established a good partnership with parents and carers. Information about the educational programme is given and parents are kept updated through newsletters and display boards. Parents are able to involve themselves in their child's learning by contributing items for topics, helping to celebrate festivals and to share expertise. Parents are informed both verbally and formally about their child's achievements and progress, but have limited opportunities to contribute to the written records kept on their child.

### What is being done well?

- A wide curriculum is in place, with planned activities which engage and sustain the children's interests and efforts.
- Children are confident and actively involved with their learning in all areas of the early learning goals.
- Staff have effective strategies in place for planning, teaching and support of all children.
- The staff team, children and parents have good relationships. This helps support children's learning.
- Staff have high expectations of acceptable behaviour and explain these clearly to the children. As a result the children's behaviour is generally good.

**What needs to be improved?**

- points for consideration
- the planning to include the outdoor learning which is taking place, information technology and how the needs of more and less able children will be met
- parent's contributions to their child's record keeping

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

The nursery has made very good progress since the last inspection.

New systems are in place, with record keeping based on the West Berkshire Pebbles document, which is linked to the stepping stones to the early learning goals. Assessments made on children are backed up by written records, check sheets and samples of children's work. Planning of main topic activities and evaluations is now in place.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are keen to try out new activities and respond well to staff. They are forming good relationships with their peers and are learning to cooperate, take turns and share. Their confidence and independence is promoted through daily routines and good staff support. They are praised and encouraged in all aspects of their work and play, which builds on their self esteem. Overall, their behaviour is good and staff give clear explanations as to why any behaviour is unacceptable.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children are learning to listen well to each other and adults, for example during story time and role play. They listen to and respond to stories with enjoyment and use appropriate language to recall events, to express ideas and feelings. They are becoming confident writers with more able children independently writing their names. They have opportunities to recognise their names in print and to take part in pre reading and writing activities on a daily basis.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children able to count to 10 and beyond with understanding. They are learning to use numbers in a variety of practical situations and have an understanding of addition and subtraction. They are using comparative language such as more than and less than and understand and use language appropriate to quantity, shape, space and size when taking part in practical activities such as water play and making sandwiches. The children are learning to handle money when taking part in role play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in a range of activities which enable them to learn through first hand experiences. They are confident when exploring and investigating, ask questions and are given explanations. They are learning about their world and the sequence of events in their lives and are able to describe own experiences. They use information technology and programmable resources but these are not identified in the planning. Through project work, they are learning about their own and other cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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The children are developing good co ordination, spatial awareness and fine and gross motor skills, through planned activities and every day routines. They handle tools and equipment with dexterity and move confidently around the nursery environment, enjoying a wide range of activities in and out of doors. They have opportunities to take part in activities which promote all their senses and are learning about staying healthy for instance by the use of suncream and wearing hats when it is hot.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express their ideas and feelings through a range of activities. They use small world resources imaginatively and take part in inventive role play. They have opportunities to make and move to music and to sing simple songs from memory. They know the basic colours and use different textures and media in their art and design, taking part in a wide range of craft activities. They explore the properties of different items such as shaving foam, baked beans as well as natural materials.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- extend the planning to include outdoor learning, information technology and to show how the needs of more and less able children will be met
- continue to explore ways to encourage parents to contribute to their child's record keeping.

*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.*