



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 103167

DfES Number: 585029

INSPECTION DETAILS

Inspection Date 26/01/2005
Inspector Name Heather Tanswell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tiggers Too Day Nursery
Setting Address The Old A30
Blackwater
Truro
Cornwall
TR4 8EY

REGISTERED PROVIDER DETAILS

Name Miss Jodie Hurt

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 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. A maximum of 66 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 until 18:00 for 51 weeks of the year. All children have access to a secure enclosed play area.

There are currently 48 children from 3 months to 8 years on roll. Of these 31 children receive funding for nursery education. Children come from surrounding towns and villages. The setting currently supports a number of children with special educational needs.

The nursery employs 17 staff. All staff have early years or play work qualifications to NVQ level 2 or 3. One member of staff is currently working towards a qualification. The setting receives support from an advisory teacher from the Cornwall Early Years Development and Childcare Partnership (CEYDCP) and Kernow Association of Day Nurseries(KADN).

How good is the Day Care?

Tiggers Too Day Nursery provides good quality care for children.

The well qualified and experienced team of staff work effectively, to create a warm and welcoming atmosphere. Play and rest rooms, and outside play areas are organised carefully to provide children of all ages with a safe, comfortable and stimulating environment. Photographs of staff, children at play and their close family members are used creatively to help children and their parents develop close links between home-life experiences and the nursery. Good quality resources are used on a rota basis to ensure children remain interested throughout the day. The under-2's particularly appreciate the sensory play experiences. Detailed policies and procedures are readily available. However, some policies require minor updating.

Staff implement fully the health and safety procedures to keep children safe from harm. For example, premises are secure, floor coverings are kept dry to prevent accidents and sleeping babies are checked regularly. Most staff hold a valid first aid qualification and know what to do when a child is unwell. Healthy meals are prepared on site. Key workers who know the children well, keep the cook well-informed about dietary needs and preferences.

Staff get together to plan an interesting range of activities suitable for the age group they work with. They show a high level of commitment to the children. Staff pay particular attention to what children do and say and respond with interest. Careful attention is paid to the sounds and early words babies use. As a result, children are settled, happy and very well-behaved.

The partnership with parents is very good. They are invited to complete detailed records about their child's needs, preferences and abilities. An effective key worker system ensures parents are kept well-informed about their child's daily routine and progress. Parents views on the quality of service they receive are sought and used to influence improvements.

What has improved since the last inspection?

The setting has made good progress since the last inspection.

At the last inspection they agreed to: make the field safe; meet any recommendations made by the Fire Safety Officer; make a written complaints policy available to parents that includes the details of the regulator; and ensure child protection procedures included a procedure to follow in the event of an allegation being made against a member of staff.

The field is now kept tidy and the shed is roped off. All the recommendations made by the Fire Safety Officer have been implemented, including the placement of an additional smoke detector. The complaints policy has been updated and put on display for parents to see. A procedure to follow in the event of any allegation being made has been written and added to the policy file.

What is being done well?

- Staff show a comprehensive knowledge of the policies and procedures. They know their roles and responsibilities well. They put a lot of thought into how they will keep children safe from harm, happy and well-occupied. This is largely due to effective leadership and team-work throughout the nursery and their commitment to providing good quality child-care.
- Great care is taken to make good connections between home and nursery life. Photographs of staff and children at play, decorate the walls. Family photographs are positioned at eye level for children to see and talk about. Parents are encouraged to share information with key workers they get to know well. As a result, children are relaxed and happy.
- The provision for babies and under 2's is very good. Staff listen carefully to

sounds and early words babies use and respond with interest to everything they say and do.

What needs to be improved?

- the child protection, equal opportunity and special needs policies require updating to have regard for the latest guidance.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Update policies to ensure they have regard for the latest guidance.

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

How effective is the nursery education?

Tiggers Too Day Nursery offers generally good quality nursery education. Children make very good progress in personal, social and emotional development. They make generally good progress in communication, language and literacy, knowledge and understanding of the world, physical and creative development. Their progress in mathematics is limited by some significant weaknesses.

The quality of teaching is generally good. Staff plan a varied and interesting programme of activities from across the curriculum, creatively linked through a central theme. The role play area is particularly well-presented. Staff make very good use of time, space and resources to support learning. As a result, children enjoy themselves and are motivated to learn. Some staff lack knowledge of how to present mathematics effectively through daily routines and at meaningful activities. Staff have very high expectations of children's behaviour and explain rules clearly. As a result, children are settled, confident, co-operative and well-behaved.

Leadership and management are generally good. Staff show high levels of commitment to good relationships and working as a team to help children make progress. Staff are clear about their roles and responsibilities. They meet regularly to plan and share ideas and good practice. Less experienced staff are given insufficient guidance about the purpose of activities. The nursery relies on outside agencies to monitor the quality of nursery education and does not make full use of its own monitoring and assessment systems.

Partnership with parents is generally good. Parents receive very detailed and clearly written information about the setting. However, the prospectus lacks detail about the early learning goals to help parents become familiar with the Foundation Stage Curriculum terminology. Newsletters, photographs, daily feedback and regular sight of observations of children's learning keeps parents well-informed about planned activities and progress.

What is being done well?

- The curriculum is carefully structured around a central theme. Activities link in well with each other and help children make sense of new ideas in different ways. As a result, children are interested and motivated to try new experiences and learn through play.
- Children's progress in personal, social and emotional development is very good. Children have a considerable sense of the needs of others and show great respect. For example, they make space for more chairs so they can all fit in and see, without first being asked.
- Staff have high expectations of children's behaviour. They explain rules clearly and offer praise and reward for effort. As a result, children know what

is expected of them, are confident, secure, co-operative and very well behaved.

- Parents are kept well-informed about the curriculum and their child's progress. They receive a regular newsletter with information about planned topics for learning. They are invited to be involved by bringing in items appropriate to the theme and helping to set individual targets. Photographs in the entrance show what activities are on offer to the children that day. Daily feedback is given by key workers. Records of observations of learning are shared half-termly and discussed.

What needs to be improved?

- the staff's knowledge of the stepping stones and planning of activities to help children make progress in mathematics
- the use of assessment and monitoring as a tool to identify strengths and weaknesses in the provision for nursery education and to identify next steps in learning
- the planning of activities to meet diverse needs of children
- the planning and organisation of routines to introduce and re-enforce learning.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

Staff now attend planning clinics run by the Cornwall Early Years Development and Childcare Partnership (CEYDCP). They use child profiles to establish a record of children's abilities and progress. Staff set individual targets for each child and share these with parents. However, planning does not reflect these targets or show how activities can be adapted for a range of abilities.

Staff have attended training to improve their knowledge of how to introduce children to the sounds of letters and sounds in words. They have introduced the 'Sound Box' to their daily routine. This is used to encourage children to seek out and sort items beginning with particular sounds. As a result, children are often heard to comment on the initial sounds of toys and images as they play.

Children now have access to a range of programmable toys. However, these are not always readily accessible for children to use. As a result, children are still not familiar with how to turn on or use the computer or disc player.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to explore and try out new activities. They display very good standards of behaviour, self-discipline, care and concern for others. Children share friendly relationships with staff and each other and have a positive attitude toward learning. They maintain high levels of interest and concentration. For example, some large group activities, such as movement to music, are so well-presented they last up to 30 minutes and children still want more.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and are keen to share their thoughts and experiences with others. Staff encourage conversation and explain new words so children understand their meaning. The 'Sound Box' is used effectively to encourage children to 'read the room' and to help children recognise and sort items to their initial sounds. Children do not routinely use writing for a purpose or make marks. Letters and numbers are not linked to their symbols.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children gain an understanding of positional language through everyday play and movement to music sessions. They are able to re-create simple patterns using beads and can name some 2D shapes. Daily routines and planned activities are not used effectively to enable children to count up to 10 or beyond, calculate how many, how many more or less they have. They are not learning to use numbers or numerals at meaningful activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are keen to explore a range of materials using their senses. They look closely and comment on the changes they see as they mix dry and wet ingredients to make scone dough. Children remember and talk about significant events in their own lives, for example, birthday celebrations. Children are not developing an interest in technology and its uses. Computers and other programmable toys are not readily available for their use.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children develop their physical strength and skills using challenging outside play equipment. They show great awareness of space and make room for each other to sit and dance in comfort and safety. They show good hand-eye co-ordination as they roll balls accurately across the playground to knock down rows of skittles. Children are not further refining their skills as tools and materials are not readily available for them to try out for themselves.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are enthusiastic about dance and music. They express their feelings and explore sound and rhythm using their bodies and musical instruments. They use their imagination well to act out scenarios based on their own first hand experiences. Children enjoy trying out a range of creative media for themselves. However, the range of tools and materials is limited to what is laid out for them. They do not try out their own ideas in their own time.

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 staff's knowledge of how children's mathematical understanding can be developed through stories, songs, games and imaginative play so that children enjoy using and experimenting with numbers as part of their daily routines and everyday play.
- Make more effective use of the assessment and monitoring systems as a tool to identify strengths and weaknesses in the provision for nursery education and identify next steps in learning.
- Ensure that curriculum plans clearly identify and set realistic goals and challenging expectations that meet the diverse needs of all children.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.