

Tigers Day Nursery and Tigers at Bowood

Inspection report for early years provision

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Inspector

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tigers Day Nursery and Tigers at Bowood were established in 1994 and in 2004 and they are a privately owned setting. The owner has one other nursery in the area. The premises used are converted barns. The nursery is situated in a rural location between Newbury and Thatcham in Berkshire. Children have access to enclosed gardens for outside play. Tigers Day Nursery and Tigers at Bowood are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 160 children aged from birth to eight years at any one time. There are currently 150 children on roll; of these, 50 are in receipt of government funding for nursery education. The nursery welcomes children who have special educational needs and/or disabilities and children who speak English as an additional language. The setting is open from 8am until 6pm all year round, with the exception of bank holidays and a week at Christmas. Tigers at Bowood opens during school term times only. There are 36 members of staff working with the children, many of whom hold relevant early years qualifications at level 2 or 3. One member of staff has Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children at Tigers Day Nursery and Tigers at Bowood are very happy, settled and are progressing very well in their learning and development. The nursery strives to provide an inclusive provision where all children are welcomed and valued whatever their background or abilities. Staff ensure that the children's individual needs are routinely met; they recognise that each child is unique and has individual needs. The nursery has an excellent capacity to maintain continuous improvement and sustain high standards, ensuring that the outcomes for children are well promoted. Those in charge have a very good understanding of the strengths and weaknesses of the provision they offer and take very effective steps to maintain improvement. there are minor areas for development.

What steps need to be taken to improve provision further?

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

- ensure parents can easily access relevant policies and procedures including the safeguarding, complaints and equal opportunity policies

The effectiveness of leadership and management of the early years provision

All the records, policies and procedures that are required for the safe and efficient management of the setting, for the effective management of the Early Years Foundation Stage and for ensuring the children are safeguarded are in place and well kept in very comprehensive policy packs. This pack is available to parents but they are provided with easy access to the more important policies, such as safeguarding, complaints and equal opportunities. The staff are very aware of the importance of safeguarding the children and are confident in the procedures they would follow if they had any child protection concerns. There is a dedicated member of staff responsible for child protection. The nursery has very good procedures in place to ensure all staff are vetted and suitable to work with children; any unvetted staff do not have unsupervised contact with the children. The staff are all very vigilant in protecting the children and ensuring their safety. They continuously identify and minimise any potential risks to the children in the different playrooms and when outside.

The setting has its own training programmes in place which are linked to the local college. The senior management team has specific responsibilities; for example, there is a health and safety officer who ensures that regular risk assessments are carried out.

The children play in a very welcoming and well-organised environment. The new extension is light and airy and offers very good facilities, such as a dance studio and an extremely well-equipped sensory room. Most children can freely access the outside play areas. The playrooms are well resourced with a wide range of good, age-appropriate furniture, equipment and toys. The children can freely access the toys and choose what they wish to play with as they are kept in low-level storage. All the staff at the nursery have clear visions and aims for the future improvement of their provision. They speak frequently of how they wish to develop different aspects of the provision including planning for children and the outdoor area. They constantly strive to provide high quality care and education. They continually self-evaluate and monitor the quality of the provision using feedback from parents, from the children and from the local authority advisor. They are committed to updating their selfevaluation form on a regular basis which all staff and parents contribute to.

The nursery is able to fully support children with special educational needs and/or disabilities and those for whom English is an additional language. Good links are established with external agencies to ensure that the child's specific individual needs are highlighted and met by the staff team.

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

Children enjoy learning and playing at Tigers Day Nursery and at Tigers at Bowood; they settle well and show an extremely strong sense of security and belonging. Staff offer the children a very wide range of worthwhile, enjoyable and age-appropriate activities that are planned to support their learning and

development. Throughout the nursery children enjoy a close relationship with their key workers who observe and monitor the children's progress and ensure their welfare needs are met. The key workers keep comprehensive records on the children's learning and development; these are linked well to the early learning goals and are shared with parents who can add their own comments to the records about their children's progress and learning, if they wish. The nursery provides very well for children that may need extra help or have special educational needs and/or disabilities. A special needs coordinator is in place and there is a dedicated member of staff whose role it is to help staff to identify any problems children may have and to provide additional assistance if necessary. There is a wonderful sensory room which provides extra facilities for all children, but especially for children with special educational needs and/or disabilities.

The children are all based in rooms according to their ages, but when they move on to different rooms staff ensure they visit on a number of occasions so that they feel confident and relaxed. Most rooms open onto an outside area which the children can freely use. Staff ensure the babies are taken out for regular walks or have opportunities to play in the fresh air. They are encouraged to explore their play environment and enjoy the different malleable resources that are available, such as paint, sand, shaving foam, water and play dough. In this safe and secure environment the children learn about keeping themselves safe. For example, they regularly practise fire safety procedures and when out for local walks or in their daily routines begin to consider and discuss road safety.

Children's good health and well-being are encouraged and the nursery takes good steps to prevent the spread of infection. The nursery provides children with well-balanced and healthy meals and snacks. The well-planned monthly menu is provided for all parents. The meals are cooked by the nursery cook who is aware of, and caters for any special dietary needs the children may have. Any allergies are very well noted and observed. The children have plentiful drinks with their meals and the babies have their correct formula milk provided by parents. The children quickly learn good hygiene routines, such as washing their hands before eating. All staff constantly follow suitable health and hygiene procedures, for example, when changing nappies or serving meals. The nursery ensures that all the children can rest and sleep according to their individual needs. The babies all have their own cots and linen and the older toddlers use their own sleep mats. The children behave very well and consider the needs of others. They recently took part in a sponsored walk to help raise funds for a children's charity. Children use resources, such as books, dressing up clothes and small world toys, and take part in activities that are aimed at helping them to begin to understand the importance of diversity. Staff help the children to develop their independence. For example, the older children serve their own snacks and pour their drink at snack time. The children choose their own activities and toys and can usually decide if they wish to play outside. Children are progressing well in the skills they will need for the future. Their communication skills are encouraged and they are becoming confident speakers. They enjoy using the nursery computer. The children are able to share, cooperate and take turns in their play. The babies are active and curious about their surroundings. All the children are encouraged to become active and inquisitive learners. Good relationships are seen and strong friendships made as children move through the setting together. Children are very confident and show a strong sense of belonging.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met