

# Tiger Lily Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY415656

**Inspection date**

13/06/2011

**Inspector**

Elaine Hayward

**Setting address**

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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*.

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## Description of the setting

Tiger Lily Day Nursery is owned by Lutley Care Limited and was registered in 2010. It operates from five rooms over two floors in a large house in Halesowen, West Midlands. There is a lift as well as stairs between floors. All children share access to secure, enclosed outdoor areas. The setting serves both the local and wider catchment areas.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend the nursery at any one time. There are currently 31 children on roll aged from four months to three years who attend for a variety of sessions. The nursery opens Monday to Friday 51 weeks of the year from 7.30am until 6pm.

Six members of staff work directly with the children. Four staff hold appropriate Level 3 childcare qualifications, three of whom are working towards a degree. Two members of staff are working towards a level 3 qualification. The setting receives support from the local authority and works in partnership with other professionals.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are offered a wide range of experiences supporting their learning and development to ensure they make good progress towards the early learning goals. The setting is inclusive with each child valued and respected. Staff are well qualified and committed to ensuring the needs of each child are met. Staff work with parents and are keen to fully develop partnerships with other professionals and settings to promote children's welfare and learning. Strong commitment is shown to making continuous improvements and an effective process for reflective practice is in place.

## What steps need to be taken to improve provision further?

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

- develop partnerships with other settings to improve outcomes for children
- provide opportunities for children to explore the local neighbourhood
- develop further the record of risk assessment to ensure it includes constant reappraisal of the environment and make necessary adjustments to secure children's safety at all times, with particular reference to the baby room areas.

## **The effectiveness of leadership and management of the early years provision**

Effective safeguarding procedures ensure children are well protected from the risk of harm. Trained staff are clearly aware of their roles and the procedures to take should they have concerns about a child in their care. Robust procedures for vetting and assessing the suitability of staff are in place to ensure the safety and well-being of all. Risk assessments are in place and staff are clearly aware to ensure hazards are minimised in order to keep children safe. The layout and organisation of the setting means that staff can work alone with the children. However, the provider has not reappraised the risk assessment in relation to the supervision of babies in their base rooms although there is clear supervision of children and staff to promote children's safety.

Staff are well trained and qualified. They have good knowledge and understanding of the Early Years Foundation Stage and implement this effectively to promote successful outcomes for children. Good quality resources, staff deployment and key-worker system ensure that children are well supported. Staff are highly motivated, enthusiastic and committed to improving the service they provide. They work as a team and share a clear vision of what they want to achieve. The setting has only been in operation for a short period of time but the process for reflection is focused and effective in order to promote improvements.

Staff have good understanding regarding equality and diversity in order to provide inclusion for all. Staff know each child well, working with parents to meet children's individual needs. Parents are welcomed into the setting and are kept informed through daily discussions, records and notice boards. Their views are also sought through questionnaires. Parents are kept informed and encouraged to be involved in their children's learning through activity bags and learning journals clearly linked to the Early Years Foundation Stage. Partnerships with other professionals are in place in order to meet children's individual needs, although partnerships with other settings are not yet established.

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

Children are confident, happy and well-settled in the bright and cheery nursery. Staff liaise with parents, learning about babies and children's routines, likes and dislikes. Babies are cared for by their key-worker in a warm and homely atmosphere with their own outdoor area. As a result, children and babies clearly feel safe and secure.

Regular observations of the children linked to planning the next steps mean that children make good progress in their learning and development. Children benefit from a good balance of adult-led and free-choice activities. Children are supported by knowledgeable and enthusiastic staff who provide a wide range of enjoyable experiences across the areas of learning. A stimulating range of very high quality

resources, organisation of space and staff deployment ensure children are able to participate freely at their own level of understanding and development. Children are able to freely access the outdoors with a wide variety of exciting activities. They can be seen absorbed and using their imagination as foam in a large container becomes snow! They collect animals from indoors and place them in the snow and make homes for them and build road and rail tracks. Staff support children well. They ask questions to make them think. They encourage children's counting as they ask questions such as "How many?" and "How many more?" Children decide to experiment. "What will happen if we put water into the snow?" They fetch watering cans. They carefully pour the water from the water tray into the cans with a cup and carry it across. They are fascinated as "the snow" melts.

Children enjoy the outdoors and fresh air throughout the day. They are encouraged to be independent as they access and put on their coats which are needed "to keep warm". Children learn about the wider world, growing plants and healthy foods as they talk about and water the vegetables and herbs they are growing. When grown they will help prepare and eat these. Children enjoy the opportunities to be physical on the play equipment, being careful to dry the slide before use, jumping on the trampet. Children learn about diversity through a wide range of good quality resources and activities. However, children do not currently have many opportunities to explore the local neighbourhood.

Children behave well. Children and staff sit down together and thoroughly enjoy a healthy lunch of chicken, potatoes and vegetables cooked on the premises, followed by strawberries and jelly. It is a social occasion. They talk about home, what they are eating and their favourite foods. They learn about safety through everyday activities and clear guidelines from staff. Children's self-esteem is promoted with ongoing praise for their achievements. They take pride in their achievements such as when printing, carefully matching the paint colour to the fruit. Children learn about technology as they access the computer. Smiles and laughter can be seen as they "phone" and "text" each other and staff on the mobile phones like those at home. Children are motivated to learn and keen to achieve. They are enabled to become independent, active and inquisitive learners, helping them develop skills for the future.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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