

Tiggers @Cirencester

Inspection report for early years provision

Unique reference number

EY426748

Inspection date

07/09/2011

Inspector

Karen Prager

Setting address

64 Victoria Road, CIRENCESTER, Gloucestershire, GL7 1ES

Telephone number

01285 654000

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Tiggers @ Cirencester is a privately run nursery. It is one of three run by the same company which took over registration of an existing nursery in 2011. It is located in purpose built premises, situated in the residential area of central Cirencester. Children are cared for in three age-appropriate units and have access to a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for 64 children aged between birth and eight years at any one time. There are currently 104 children on roll. The group is in receipt of education funding and has 35 funded three and four-year-olds attending. The nursery is open from Monday to Friday between 7:30am and 6pm all year round and offers before and after school care for local children up to the age of eight years. The nursery supports children with special needs and those who speak English as an additional language. Children attend from the local community and surrounding villages.

The children are cared for by a team of 17 staff, 13 of whom hold relevant childcare qualifications. The main staff team have completed the National Vocational Qualification in childcare at level 2 and 3, together with first aid and child protection training. Students undertake placements at the nursery and work towards childcare qualifications. The nursery receives support from the early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend at this nursery. Children's welfare is very well supported through well thought through systems. Individual learning and development needs are well met through a range of activities and overall children make good progress. Staff work well together and form positive relationships with parents to support children's well-being and development in the nursery. The staff team demonstrate a strong desire to provide high quality childcare and extremely effective systems are in place to monitor and move the provision forward. This ensures positive outcomes for children are promoted.

What steps need to be taken to improve provision further?

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

- develop further systems to track children's progress towards the early learning goals, so that effective support can always be targeted correctly

- extend opportunities for children to plan and reflect on their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as there is a high level of commitment from the nursery owner and the staff to promote children's safety. Systems for ensuring staff are safe to work with children are robust and carefully managed. All staff attend safeguarding training, which ensures they are aware of the correct procedures to follow should they have a concern about a child in their care. Staff take positive steps to meet the children's needs through working effectively in partnership with various professionals and agencies.

Leaders and managers are very ambitious and self-evaluation is rigorous and on-going. Staff demonstrate a very positive attitude to their work and clearly work well as a team. Parents, staff and children are consulted and their views taken into account when planning the next steps for development. The rapid improvements made since the nursery changed ownership have had a positive impact on the outcomes for children, resulting in children making good progress.

The indoor environment is bright and welcoming and resources are clean, well maintained and easily accessible to children of all ages. The outdoor environment is accessible to all children for much of the day and plans are in place to extend the range of resources in the outdoor spaces. Policies and procedures are clear and include carefully considered procedures for the supervision of children and the cleaning routines. This ensures children's health and well-being are actively promoted. Effective steps are taken to model good practice. Staff are monitored in their work and well supported in their roles. They receive regular training to ensure their practice reflects the high standards expected.

There are active partnerships with parents who speak positively about the provision. Staff work closely with parents to ensure they meet the individual needs of every child. Home visits are offered to parents before their child starts attending in order to give parents an opportunity to discuss their child's needs in a familiar setting. Parents are included in the life of the nursery through newsletters, daily discussions and notice boards. These display useful information, such as staff photos, weekly planning, and guidance for parents on activities to extend children's learning at home. Partnerships develop well through the use of communication books and children's key persons visit other settings to share information prior to children moving on.

Staff show a good awareness and understanding of equality and diversity, enabling them to provide a service which is inclusive to all. For example, activities are adjusted to meet the differing abilities of the children and some home language words are used with the children who speak English as an additional language.

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

Children and their families receive a friendly welcome when they arrive and they quickly settle to activities of their choice. Children demonstrate that they feel secure and they interact well with their peers and staff. The staff working with the children have a good knowledge of the Early Years Foundation Stage framework. Each child's key person builds individual and informative records which record ongoing observations and the child's progress. However, there are currently no systems in place for key persons to monitor children's progress across all six areas of learning. The planning of activities is flexible as key workers take into account children's individual interests and their broad stage of development. Staff use their assessments to inform planning on a weekly basis. This is clearly displayed to enable parents to see how they can further support their children at home. Children engage in freely chosen activities as well as group activities. Babies sit together for some singing time and older children sit with their key person in a drawing activity, or search for shapes in the outdoor area. Staff currently do not encourage children to plan and reflect on their learning.

Children make a positive contribution to their nursery through helping to tidy up the toys. Children behave very well and are encouraged, through discussion and role modelling, to share and be kind to their friends. They play co-operatively and understand the method used to limit their time on the computer, through the use of a sand timer. Positive staff interactions and the well laid out environment enable children to become confident, inquisitive learners. They freely make choices from the clearly labelled resources and work together as they negotiate the outdoor space, moving planks from one area to another.

Children learn to keep themselves safe under guidance from the staff. They know to walk and not run in the rooms and they help staff do the daily checks of the garden. Outdoor areas are readily accessible from each of the play rooms and children of all ages enjoy outdoor play. The youngest children are closely supervised as they carefully negotiate the steps on the slide. Occasional outings to the local park provide opportunities for children to experience the wider world. Children adopt good personal hygiene routines as they wash their hands before they eat. A range of carefully planned meals and snacks, prepared on site, encourages healthy eating. The meals are enjoyed by children throughout the nursery. Staff sit with children as they eat offering support where needed. Activities, such as visiting local shops to buy fruit, enable the children to explore the variety of smells and textures of the fruit, helping them to learn about and identify a range of fruit.

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	1
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
--	---

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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met