

Tigerlillies Pre-School LTD

Inspection report for early years provision

Unique reference number

EY428566

Inspection date

18/01/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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

The Tigerlillies Pre-School LTD Nursery opened in November 2011 follow registration in July 2011. It is situated in one storey self-contained premises in St John's Wood, in the City of Westminster. The setting is privately owned by Tigerlillies Pre-School Ltd, which is a sister company to Buttercups and Chalfont Park Day Nursery who run seven nurseries in West London and Buckinghamshire. The premises consist of one main room and two adjacent rooms. There are five toilets and a kitchen area available. Access to the premises is without steps and there is a secure outdoor space available for the children which houses adventure play equipment.

The nursery is registered to care for a maximum of 40 children in the early years age range. There are currently 11 children on roll. The nursery is open from 9.15am to 2.15pm weekdays during term times. They provide full day and sessional care for children aged from two years to the end of the early years age range. The nursery is registered on the Early Years Register. They support children who have English as an additional language.

The nursery follows the principles of Highscope and Montessori philosophies of education. There are currently three permanent staff, of whom one is qualified. In addition there is a qualified agency worker in place until a further permanent staff member is appointed. They are using a qualified temporary staff member to cover ratios.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is the nursery's first inspection since registering. The providers are motivated and enthusiastic and are successfully reflecting on their practice to continually improve the quality of the provision. Children are settling well at this friendly nursery, they thrive in a safe and welcoming environment which generally reflects their backgrounds and enables them to make good progress in their learning. Overall children are encouraged to adopt healthy lifestyles. The staff team have effective relationships with parents and are looking at ways to strengthen the partnership to encourage their further involvement in their children's learning. Strong links are being developed with parents and information is shared with other agencies so that children can receive the care they require to meet their individual needs.

What steps need to be taken to improve provision further?

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

- enhance children's health by displaying their dietary needs for staff and review the organisation of snack time
- enhance children's sense of belonging further by including community languages in the environment

The effectiveness of leadership and management of the early years provision

Secure awareness of safeguarding issues among adults, along with ongoing training ensures children are safe and secure. The provider has a robust recruitment procedure in place and information is available that temporary staff have Criminal Record Bureau checks in place. There is a comprehensive range of policies and procedures in place, sourced from the Pre-school Learning Alliance. These ensure the smooth running of the nursery and the children's safety and well-being. Risk assessments are in place in line with requirements. Staff are deployed effectively and know their roles and responsibilities. Documentation is well maintained and organised effectively.

The setting evaluates their service effectively in order to improve the outcomes for children. The main focus has been to settle the children into the new nursery. The staff are experimenting with the layout and organisation of the learning environment to make the best use of the space. Beautiful pictures of people from differing cultures and abilities are on display around the nursery. However, the environment does not currently reflect the differing home languages of the rich diversity of the children attending. Inclusion is promoted throughout the setting through the identification of each child's individual needs. This process is successful as an effective key person system is in place. Good links with other agencies ensure that other professionals are also able to contribute to the support of children's individual needs as and when needed. In addition, the provider is strengthening links with other provisions that their nursery children attend, who also deliver the Early Years Foundation Stage. There is a good partnership with parents and information is exchanged effectively at the start of each placement. Parents are positive in their feedback about the nursery; they feel that the nursery is very cosy and comfortable. They feel the staff stimulate a love for learning and stating that the providers are 'in the right business as they are really good at it'. Planning is carried out as a staff team based on the identified needs of children. Furniture, equipment and resources are good quality and suitable for the ages of children to support their learning and development. From mid morning children have free-flow access to the well equipped outdoor decking area.

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

As this is a new nursery a number of children are just starting their placements but are settling well. Established children are happy and content in this friendly and welcoming environment. They are enthusiastic learners because the environment is made accessible and provides a good range of activities. Free-flow between

inside and outdoors offers children greater choice as well as fresh air to support their health. Children confidently transfer resources across the areas to enhance their play. Weekly plans follow observations of the children, taking into account their interests and ensuring activities support their learning needs towards the early learning goals.

Children are gaining confidence and are learning to behave in line with expectations. They are given meaningful praise from staff members who are good role models. Children are supported in becoming active, curious and inquisitive learners in order to develop their skills for the future. They use portable information and communication technology equipment skilfully to problem solve laying out a train track. Children's home languages are known to their keyperson although community languages are not on display throughout the setting. Children are learning about Chinese New Year to help them gain respect for cultures different to their own. Cosy areas encourage children to communicate with each other. Staff support this by commentating on what they see the children have done. For example, 'Oh you have put all the bottles around the edge of the water tray'. Children negotiate space on scooters and ride on toys on the decking. They balance along beams and jump around the room shaking 'pom poms' enjoying the rustling sound they make. Children sets out the plates in the role play area, sorting them into colours. They fix large peg shapes into an easel, proudly showing visitors the snake that they have made.

Children gain a sense of how to keep themselves safe as they undertake regular fire drills. Staff commentate on why children must not run inside so that they learn to ensure the safety of themselves and others. In partnership with parents children benefit from healthy, nutritious snacks and lunches. Dietary requirements are known by the staff; however these are not displayed as a support to adults unfamiliar with the children. Independence is encouraged as children cut up fruit to share with their friends. At inspection snack time was around 11am; however some children indicate earlier that they are hungry. Children are beginning to develop an understanding of sustainability as they have opportunities to grow food and are introduced to recycling.

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	2

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

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