

Tigers Tots Nursery

Inspection report for early years provision

Unique reference number EY357150
Inspection date 07/03/2012
Inspector Andrea McGanity

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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*.

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.

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Description of the setting

Tiger Tots Nursery was registered in 2007. It is owned and managed by a private limited company. The nursery operates from designated rooms within The Pride Children's Centre in Kirkby, Liverpool. All children shared access to a secure enclosed outdoor play area.

The nursery is open each weekday from 8am to 6pm for 51 weeks a year with the exception of bank holidays. The nursery is registered on the Early Years Register. A maximum of 81 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 88 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for two-three-and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 16 members of child care staff. Of these, one member of staff holds QTS and two hold a relevant degree. Two staff hold a qualification at Level 4, seven hold qualifications at Level 3, two hold a Level 2 qualification and two members of staff are working towards a Level 3 qualification. The nursery employs a cook. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The outcomes for children are consistently exemplary in all areas as the nursery is extremely effective in recognising the uniqueness of each child and catering for their individual needs. Comprehensive monitoring systems build and track children's developmental progress, and these help children make excellent progress towards the early learning goals. Partnerships between the provider, parents and other professional agencies are very successful, which enables children's needs to be exceptionally well met. Comprehensive arrangements are in place to promote children's health and well-being with the exception of some hygiene practices. An outstanding capacity for self-evaluation and continual improvement enables the nursery to offer a service which is constantly evolving to meet the needs of the children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve further hygiene procedures to prevent the spread of infection, with regard to staff blowing children's noses.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to ensure that children are safeguarded. This is because health and safety is given an exceptionally high priority and risk assessments for the premises, resources, activities and outings are comprehensive and are continually reviewed. All staff are aware of their responsibilities with regard to protecting children from abuse. They regularly attend safeguarding training and a comprehensive safeguarding policy is known by staff and is shared with parents. The careful organisation of the environment and the relaxed but vigilant supervision by staff ensures that children are able to play safely whilst experiencing a very good level of independence.

The setting provides an excellent indoor and outdoor learning environment that is richly resourced. The play space is designed to include a variety of play areas where children engage in highly stimulating activities, such as using role play resources, use computers and build with construction resources. The children have constant access to the outdoor environment. An excellent variety of activities and experiences is offered that embrace children's inventiveness and sensory exploration. Many vibrant visual displays successfully aid children's awareness of letters, numbers and how to share with others.

The manager and staff team demonstrate an outstanding capacity for continual improvement. Robust self-evaluation, which takes into account the view of all staff, parents and children, ensures that the strengths of the provision are recognised and areas for improvement easily identified. In addition a very strong focus is placed on staff training and development. Impressive systems are in place to observe and monitor children's individual progress. A system has also been introduced to analyse data relating to children's speech and language development to support the staff team to identify and address any gaps in achievement across the nursery as well as for individual children. This has been enhanced by the nursery achieving the ICAN Early Talk Accreditation.

The partnership with parents is outstanding. Parents are extremely well informed about their child's achievements and progress and they are encouraged to be involved in supporting their learning and development at home. Valuable information for parents is displayed in the reception area and includes detail on the Early Years Foundation Stage. Parents are asked for suggestions on the service provided for example, questionnaires recently sent out included comments about how they would like a newsletter to keep them informed. Staff have already acted upon this by providing a monthly newsletter. Partnerships with other settings and professionals involved in children's care are exemplary. They have very good links with the schools that children will transfer to. Staff prepare documents for the older children's transition, and facilitate teacher's visits to successfully promote children's learning, development and welfare.

Inclusive practice is a key strength of the provision. An impressive key person system provides a high level of support for each individual child. Children with special educational needs receive excellent support from the trained staff who

implement carefully considered individual educational plans to promote their learning and development. Diversity is celebrated extremely well, with all children valued highly as individuals. Staff plan exciting activities to reflect different cultural and religious festivals. They use music, story books and play resources extremely well to help children to learn about their own and other cultures.

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

Children thrive in the wonderfully caring and nurturing environment because they are provided with excellent opportunities to ensure that they make progress across all areas of learning and development. They are enthusiastic, inquisitive and eager to be involved. Planning is flexible, responding to children's individual interests and needs and staff effectively evaluate children's different stages of development in order to plan for them as individuals. Therefore children make excellent progress in their learning and development.

Children confidently explore and investigate their environment and chat happily as they play. Their curiosity and imagination is very positively encouraged by staff. A great deal of one to one attention is given to support each child and, as a result, they have time to question, consider and process their thoughts. For example, when playing with the snow flake mixture they consider what would happen if the hot water goes in. These experiences very successfully reinforce children's understanding. The opportunities for children to develop their problem solving, reasoning and numeracy skills are similarly impressive. They learn to count, recognise written numerals and to sort by size, shape and colour. They also play with resources such as pretend cement mixtures and soft bricks in order to develop an understanding of cause and effect.

Children are extremely creative and imaginative; they greatly enjoy the space role play area with dressing up clothes, pretend rockets and gravel. Children also enjoy art and crafts, by using paint on the easel or sticking and gluing collage pictures. Babies excitedly sing "Five Currant Buns" when the staff use the glove puppet to enhance the song. Children benefit from a range of opportunities to develop technology skills as they have daily access to computers and other programmable toys. They use torches to explore light patterns and shape and use paper to draw around the shapes they make. Children also use magnifying glasses in the sand tray to see if it looks any different. As a result children are building skills for the future.

Children demonstrate excellent awareness of the benefits of adopting healthy lifestyles and take an active part at meal times. Staff use positive strategies to help children develop good social skills, behave well and respect each other. Children have ample opportunities to make choices. Meal times are sociable occasions and actively encourage children's independent skills as children are able to choose what they would like to eat and serve themselves. They play in a hygienic environment and are very independent in their toileting, routinely washing their hands.

However, hygiene procedures are not always effectively managed as not all staff wash their hands after blowing children's noses. Children engage in a wide range of outdoor activities that are physically challenging. They are encouraged to build and construct; and learn to balance and climb on the large play equipment provided.

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?	1
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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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