

Tiger Cubs Pre-School

Inspection report for early years provision

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Inspector Elaine Joyce

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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 Cubs Pre-school is run by a voluntary management committee, made up of members of All Saints Church and parents of children at the pre-school. It registered in 1992 and operates from the first floor of the church centre in Lindfield, West Sussex. The pre-school also has use of an enclosed outdoor play area. It is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is open from Monday to Friday during term times from 9am until 12.30pm. It offers an additional one hour lunch session on Tuesdays and Thursdays. On Wednesdays, the pre-school is open until 2.30pm. Children may attend for a variety of sessions. A maximum of 26 children aged from two to under eight years may attend the pre-school at any one time. There are currently 31 children on roll aged from two to four years. The pre-school receives funding to provide free early education to children aged three and four years. Children come from the local urban and rural areas. There are four permanent members of staff, all of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff highly value children as individuals and are familiar with their particular skills, interests and needs. Children play happily with their friends in a calm and well-organised playroom. They make good progress, especially in their social development. Arrangements to safeguard children are well-established and staff review these regularly, helping to keep children safe. Recent reviews of practice are generally effective in helping the pre-school to identify strengths and areas for development. This process enables the staff and committee to build on existing good practice and to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- extend self-evaluation processes to address priorities for development more effectively to further improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The safety and welfare of children is a high priority. The use of regular risk assessments, together with daily checks of the playroom, helps to identify any possible hazards accurately. As a result, staff deal with any risks quickly and often before children arrive. Effective recruitment and vetting procedures are in place to support the suitable appointments of staff. All staff have effective experience and

qualifications to work with young children, together with appropriate background checks. They are familiar with procedures to follow if they are concerned about a child. The pre-school maintains all regulatory documentation and has a comprehensive set of policies to support its effective day-to-day running.

The playroom offers a calm and friendly environment for children. Staff thoughtfully organise resources so that children can select toys and games themselves. This process encourages them to make choices and develop independence skills successfully. Effective displays, for example, two-dimensional shapes in the mathematics zone, encourage children to talk about their learning and to practise new vocabulary.

The chair of the committee and the manager are both focussed on helping children to make good progress in their learning and development. They provide effective support to other staff in evaluating practice, which includes two recent reviews. As a result, the pre-school is maintaining the good standards found at the last inspection. The team is effective in identifying areas for further development, such as extending processes to assess children's development and plan for their individual needs. However, the team does not always tackle such challenges rigorously.

The welcoming atmosphere that the pre-school creates promotes inclusion effectively. Staff accurately identify and sensitively support children's individual needs. They highly value the contributions which parents make and use these well to support all children. Staff recognise that boys and girls need to experience a wide range of activities and thoughtfully encourage them to try out new experiences. This process enables boys and girls to make similar progress.

Parents speak well of the pre-school and they appreciate the care and warm welcome they and their children receive. Parents feel children are able to transfer to their reception classes well because of the preparation they have at pre-school. The pre-school makes information for parents easily available on notice boards and on the website. Parents help at pre-school on a regular basis and can look at their child's development folder at any time. In addition, staff make sure there is time each day for parents and carers to have informal exchanges of information as they drop off or collect their children. This good communication helps everyone to work together to support children effectively.

The pre-school makes effective use of the local authority early intervention team to support staff to help children who may have an additional need. Most children transfer to the village primary school and the pre-school liaises with the reception class to make sure the transition is a successful experience.

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

Children really enjoy their time in pre-school. The positive relationships that staff establish with children and the good level of care helps them to feel safe and

secure. Children play well with one another and staff support them sensitively if there are any disputes. Staff model good strategies so children learn how to share equipment and help each other. As a result, their personal, social and emotional skills develop well. Daily routines encourage children to select the games, toys and activities they want to use for themselves. Children use their time well, making good use of the wide range of resources on offer. They make particularly good use of creative play, holding imaginary picnics and caring for the dolls. Staff readily engage children in conversations about their activities. They support children's spoken language development effectively and, as a result, children enjoy using language. For example, during the lunch session children eagerly tell jokes and explain punch lines. Staff use questions well to encourage children to think about their ideas and to extend their understanding. Staff also lead some activities, such as games to support mathematical or vocabulary development in small groups. Children enjoy the games and make good progress in developing future skills as a result. Staff also take time to listen to and observe children at play and this helps them assess what children understand and what they need to learn next.

The outdoor play area is down a flight of stairs so does not allow free access to outdoor learning. However, children have a set time each day when they play outside as long as the weather is not too wet or too icy. The pre-school makes very good use of outings and takes children on regular trips to explore the local environment. These visits help children to develop their knowledge and understanding of the world effectively.

Children behave well and learn how to keep themselves and others safe. Staff gently remind them to think about how to carry things so they do not hurt themselves or their friends. Children move about the playroom calmly, using equipment sensibly and reminding one another about safety rules.

Children develop a good understanding of how to keep themselves healthy. They use tissues, wipes and hand gel independently to keep their hands and noses clean. Children confidently discuss the health benefits of celery, apples and bananas whilst at the snack table. They have easy access to water during the session and can choose a drink of milk to have with their snack. Staff actively encourage them to try out new items to eat. There is a weekly cooking session, which helps children to learn about healthy eating and hygiene routines effectively. In addition, children learn to change into a tee shirt and shorts for a physical development session. They enjoy this session and participate with enthusiasm.

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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Annex B: the Childcare Register

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

Met