

Tiggers Nursery School

Inspection report for early years provision

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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

Tiggers Nursery is privately owned and opened in 1996. It operates from the ground floor and basement of a large terraced house situated in Putney, which consists of four play rooms, plus toilet facilities, storage and an office. Kitchen, laundry and staff facilities are available on the first floor accommodation occupied by the owner's family. The nursery is registered on both the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time, all may be in the early years age group. There are currently 76 children on roll in the early years age group. The nursery receives funding for the provision of free early education for children aged three and four years old. The nursery caters for children who speak English as an additional language. The nursery is open each weekday from 9.00am to 12.00pm and 12.45pm to 15.15pm, except on Fridays when it is open from 9.00am to 12.00pm, term time only. Older children can stay all day, from Monday to Thursday, with a packed lunch. The nursery uses the park opposite for supervised outdoor play and has its own enclosed small garden. It serves the local community. The nursery employs 12 members of staff. Of these, eight, including the manager hold level 3 early years qualifications and one is working towards a qualification. The setting receives support and advice from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a child-orientated, friendly and caring environment. They enjoy a wide range of stimulating play opportunities which overall, help them to make good progress in their learning and development. Excellent partnerships with parents enable staff to fully support children's individual needs. There are secure links with schools to support a smooth transition. Staff promote children's health and well-being well. They display a commitment to continuous improvement by further extending their own skills and fully addressing previous recommendations.

What steps need to be taken to improve provision further?

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

- give time and space for children to concentrate on activities and experiences; meeting their differing learning needs in group activities.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of safeguarding children. They are confident about what to do if they are concerned about a child's welfare. Effective recruitment procedures enable management to assess staff suitability. Staff carry out regular risk assessments which enable staff to keep children safe on the premises and on outings. All staff are vigilant as they support children in crossing the road on route to the park for a variety of activities. All required documentation is in place meeting the children's health, safety and general well-being requirements.

Management value the individual skills of staff. Staff are committed to improving outcomes for children. They actively seek views from parents and their comments and suggestions are valued, as well as those from the local authority. Systems to monitor and evaluate the provision are effective. They include management observing and assessing staff's daily practice and giving them feedback on their strengths and areas for development.

Staff use the space and resources effectively to meet the needs of children. This includes labelling the accessible storage of equipment. Children take it in turns to move freely into the outdoor area where learning opportunities include using watering cans to water the nasturtiums planted in boots and threading ribbons on a wicker frame.

Staff support children's understanding of diversity well as they discuss similarities and differences during activities. Children have positive images of different abilities as they talk about the Olympics and Paralympics games. There are displays of different athletes that they can talk about, such as why some are in wheelchairs. Children learning English as an additional language are supported as staff use familiar key words and phrases. Photo and picture displays of children's families contribute to children's sense of belonging.

Partnerships with parents are extremely successful. Parents provide valuable information when their child first start at the setting to enable staff to meet children's individual needs. Staff implement highly effective systems to support families and keep parents involved in their children's learning. Staff provide mobile display boards of information for parents when collecting their children detailing the day's activities. Parents comment that they very much enjoy being invited to take part in activities such as celebrating and talking to the children about special festivals. They receive information in numerous ways including via emails and the nursery website. Parents state they appreciate the information received about different daily activities which gives them a great talking point with their children. They are also encouraged to reinforce children's learning at home such as through reading books together. Staff develop good systems to share information with other professionals including children who have transferred to school.

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

All children happily arrive at the nursery eager to choose from the variety of activities. Less confident children are happy to give staff their comforters as they settle at activities. Staff engage with children with genuine interest and enthusiasm as some children are keen to see how the new born chicks are developing. Other children independently select their chosen activity. A larger group of children enjoy playing with a variety of equipment in the water play. However, occasionally children's differing learning needs in group activities are not fully met.

Children talk to staff about the different colours and size of towers they are building out of blocks and confidently count up to fourteen. Children concentrate well matching shapes on a picture of a snail. A child helps another in matching a round shape and they talk to staff about other shapes such as a rectangle. Children wait eagerly for their turn to cut out a chick shape in the biscuit dough. However, some children have insufficient time and space to fully explore the activity. There are regular opportunities for children to practice their mark making skills including making shapes in trays of shaving foam as well as writing in notepads, and using chalks and easels. Children have easy access to a variety of books in a cosy book area and during planned activities such as talking about the life cycle of a chick. Children enjoy imitating a chick breaking out of a shell during role play activities. They are developing their knowledge and understanding of the world as they talk about why the eggs are kept in an incubator. Children enjoy the freedom to move between indoors and outdoors. They enjoy pouring water and rolling balls down a tube. Children take time finding the correct size of ball, which supports their problem solving skills. All children have opportunities to get fresh air and exercise including yoga. Regular outings to the park include climbing on the apparatus as well as running, blowing bubbles and taking part in group activities with a parachute. Some children enjoy searching for bugs with magnifying sheets in between logs and compost. They are excited and show others the worms they find for the chicks. All these experiences mean children develop good skills for their future learning.

Children's behaviour is good for their age and stage of development. They are considerate towards each other during activities when they help each other during a shape game. Children are cooperative as activities change and they are happy to line up ready to move around the premises. They share and take turns when making biscuits showing respect for others.

Staff demonstrate a secure understanding of the Early Years Foundation Stage. They complete observations and assessments and use these to plan the next steps in children's learning. Staff use children's interests such as the London tube line to plan activities such as travelling to the Olympic Games. Staff have recently reviewed assessment systems. All staff are working towards making sure all children make good progress in all areas of their development and learning. Staff regularly ask children about their current favourite activities to include in the planning of activities.

Children follow good hygiene practices including washing their hands with liquid soap and paper towels before cooking, after using the toilet as well as after handling the chicks. Less confident children have gentle reminders including pictorial signs displayed in the toilet area. Children take it in turns to help prepare a nutritious snack, which includes a choice of fresh fruit, to support their independence skills. They are learning to safely use tools as they prepare fruit for snack time. Children learn about staying safe as they help assess play areas. They take part in regular evacuation procedures so they are confident in what to do if there is an emergency.

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	1

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

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