

Little Tigers Day Nursery

Little Tigers Day Nursery, Ravensthorpe Primary School, Brigstock Court, PETERBOROUGH, PE3 7NB

Inspection date

06/12/2012

Previous inspection date

25/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Practitioners re-shape activities to ensure that children of differing ages and abilities are challenged, involved in their play and learn new skills.
- Children who speak English as an additional language are settled and feel secure as they hear and see their home languages in the nursery.
- The manager has a good understanding of the curriculum through monitoring of the educational programmes which helps children make good progress towards the early learning goals.
- The nursery owner and manager effectively reflect on practice to ensure that improvements are made, which enable children to enjoy their time at nursery and make good progress in their learning.

It is not yet outstanding because

- Practitioners in the pre-school room do not always support children to develop their vocabulary during spontaneous activities, which does not help children develop their communication skills.
- Children who display adverse behaviour are not well managed at times in the pre-school room which does not help them or other children.
- Mealtimes are not managed effectively in the pre-school room as children do not learn good manners and the routine children follow is not well defined.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out a joint observation of a small world activity with the manager in the pre-school room.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during observations.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation evidence and a range of other documentation.
- The inspector also took account of the views of three parents spoken to on the day as well as information included in the setting's own parent questionnaires.

Inspector

Deborah Hunt

Full Report

Information about the setting

Little Tigers Day Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted school

premises within Ravensthorpe Primary School, in Peterborough. The nursery serves the local and wider area and is accessible to all children. There is a fully enclosed area available for outside play. The nursery employs 20 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and three have level 2 qualifications. Two staff are working towards a level 3 qualification and the manager, and one other member of staff, hold a level 6 qualification. Two staff are working towards Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am to 6pm. The out of school club operates from within the nursery building. Sessions are from 7.45am to 8.50am and 3pm to 6pm. During school holidays the club operates from 7.45am to 6pm. Children attend both the nursery and out of school club for a variety of sessions. There are currently 121 children on roll, 76 of whom are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- shape teaching and learning experiences by increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities throughout the day, so that opportunities to promote children's vocabulary are not missed
- ensure that children's behaviour is managed in a suitable manner and enhance children's understanding of behaviour and the consequences of their actions by encouraging staff to give clear and consistent explanations about why certain actions are not appropriate
- ensure that children enjoy mealtimes as social occasions when good manners are promoted and they follow a defined procedure which distinguishes meal times from the general routine of the nursery day.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners at the nursery have a positive impact on children who make good progress in their learning and development. Assessment of children on entry to the provision includes useful information gathered from parents about their care needs and development to date. The nursery use this to inform their own baseline assessment of children, which is completed within a month of entry to the provision. Children's progress is monitored weekly and planning is informed by observations and practitioner knowledge of children's interests. Individual children's next steps of learning are shown on the planning sheet. Together with the continuous provision offered in the indoor and outdoor learning environments, this ensures that all areas of learning are covered. Observation sheets are detailed and include the characteristics of learning to enable practitioners to accurately assess children's progress. For example, a very young child explores his environment as he investigates a treasure basket and is praised as he perseveres to climb on the sofa in the room. The practitioner provides him with sensitive and purposeful support to ensure he achieves his goal safely and praises his achievement.

Practitioners know children well and the majority support them in their play to learn new skills, and improve their knowledge and understanding in each area of learning. For example, children learn colour names, count and sort into groups as they play with the small world bears, elephants and cats. The practitioner follows their interest and differs the activity to ensure individual children's learning needs are met. However, in the pre-school rooms there are missed opportunities to introduce new vocabulary to children in their spontaneous play or help them develop their ideas. For example, children play with dolls and flannels in the water tray but the activity lacks interest and their play is therefore not sustained. In the home corner, children cook a meal in the microwave and look at themselves in the mirror, but their play lacks direction and focus and practitioner input does not help them develop new or related vocabulary.

Young children experience new textures and different materials as they play in the flour and cocoa powder. Children develop hand and finger dexterity as they use scissors to cut the play dough. They express delight as they sprinkle holographic glitter and metallic Christmas shapes onto the dough. They explore the difference between cutting corrugated cardboard and paper, and learn shape names and practice counting during the activity. Children learn about technology as they use torches and telephones and play games on the computer.

Practitioners use the Every Child A Talker assessment tool to help identify any speech related problems early on and to support children's language development. They have undertaken training in communication, which also promotes their understanding of how to support children to improve their language skills. Children have benefited from this training as the nursery has developed 'communication friendly spaces' within each room. These are well used by the children who experiment with torches in a sparkly tent and cuddle up to practitioner to read a story in the cosy book area.

Parents are encouraged to be involved in their child's development through a number of initiatives. For example, key persons meet with children's parents to gather useful information and parent evenings twice a year also help keep parents up-to-date with children's progress. In each room there is a display, such as the 'Information Tree' which parents add comments to about children's achievements at home. This information is

added to children's development records to help develop a rounded picture of children's progress.

The contribution of the early years provision to the well-being of children

The key person system within the nursery is well embedded and children display close bonds with the practitioners in whose group they are. The nursery manager has given much thought to how the key person system can best support children, and wherever possible, a practitioner who already knows the child takes over this role as they move from one room to another. Practitioners take time to get to know children well and children develop close, secure attachments. Once a practitioner begins working with a child in this way, they meet with the child's parents. A useful discussion then takes place during which the child's learning to date at home and in the nursery is discussed. Children are invited to take home the nursery 'tiger' each week so that he can join them on outings and activities. Parents and children record what happens while he is with them. This partnership working between the home and nursery offers children greater consistency on their learning.

Practitioners ensure that children are safe as they carry out daily checks to minimise any risks. Children are reminded not to run and to be mindful of one another during active play. Behaviour is managed well with the exception of practice within the pre-school room as, at times children who display challenging behaviour have a negative impact on other children in the room. Practitioner deployment does not make best use of skills in this area. Children learn to share and take turns as they play a game which requires them to sort and match small world figures and animals. They enjoy guessing which hand a child holds an elephant in and line up the bears in order of size. They demonstrate patience as they wait their turn and enjoy working together on the task. Babies are cared for by sensitive practitioners who gently nurture and encourage them. Babies explore their environment, enjoying the sensory mobile and tactile experience it provides. Older children make up their own game as they jump off a low seat onto the soft floor cushions. They listen carefully when a practitioner reminds them to take care so that no one gets hurt.

The outdoor learning environment supports children to explore and investigate as they dig in the soil searching for insects and other hidden objects, play the saucepan drums and climb the rope ladder. Children learn about the benefits of a healthy lifestyle as they grow vegetables, cook and eat them. They make their own healthy pizzas and older children decide on their own snacks. Practitioners discuss healthy food choices during mealtimes and a child remarks that 'it makes you really big and tall'. The nursery liaises effectively with other settings children attend and pays close attention to helping them settle well when they move to or from their setting. They exchange documentation relating to children's progress and learning ensuring they have parental permission to do so. Close liaison with the school on site also helps children make the move into school easily when the time comes. The nursery works very hard to accommodate the needs of parents who speak English as an additional language and parents speak highly of them in this regard.

The effectiveness of the leadership and management of the early years provision

The nursery manager shows a clear understanding of the responsibility she holds to meet the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. During the past year, much work has been done to ensure that planning and delivery of the educational programmes is monitored effectively. Responsibility for the assessment and monitoring of children's progress is held by children's individual key person. The room leaders in each room oversee the quality of children's developmental records. There is shared ownership by the whole staff team of the progress children make during their time at the nursery. The manager ensures practitioners are supported in this role through regular team meetings, access to regular training and individual supervision meetings. Children who have additional needs are carefully assessed. Their individual needs are met through partnership working with external agencies and services and timely interventions are sought. Children who speak English as an additional language are effectively supported as they see and hear their home languages within the nursery environment. Resources are plentiful and help them to feel included and, whenever possible, children and parents are greeted in their home language.

Children are cared for in a safe and welcoming environment. Daily risk assessments, and the promotion of safe behaviours to children, ensure the risk of harm is minimized. Recruitment and induction procedures are thorough and the nursery seeks to recruit only suitably qualified members of staff which further ensures children are protected. All practitioners have undertaken training in child protection and know the procedure to follow should they have any concerns about a child in their care. The nursery promotes practitioners continuous professional development and also offer in-house training and induction procedures for new staff and trainees are thorough. These procedures ensure that those caring for children are suitable to do so and that they help them make good progress in their learning and development.

The manager has made good progress, through self-evaluation of the nursery and the service provided, since the last inspection. Parents, children and the school are involved in this process and all, therefore, play an active part in the improvements that are made. Clear improvement plans prioritise work to be done in the future and the owner and manager are committed to offering children a high standard of care and learning that prepares them well for starting school. There is effective partnership working with other agencies involved with children, ensuring they receive the appropriate support and input they need. Partnership working with parents is good. Parent's evenings are held twice a year and newsletters and informal discussions are also provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY392716
Local authority	Peterborough

Inspection number	890271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	66
Number of children on roll	121
Name of provider	Little Tigers Ltd
Date of previous inspection	25/09/2009
Telephone number	01733 330 630

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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