

Tigers Too Day Nursery Ltd.

Chequers Court, Station Road, Thatcham, Berkshire, RG19 4PR

Inspection date

06/06/2013

Previous inspection date

26/09/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children enjoy their time at the nursery and form strong relationships with the staff.
- Staff respond positively to children and provide plenty of praise and encouragement to support their confidence and self-esteem.
- Arrangements for safeguarding children are strong and well embedded. Staff understand the clear policies and procedures and implement them with consistency.
- The pre-school has strong links, communication and partnerships with other professionals and parents.

It is not yet outstanding because

- The current internal moderation does not include tracking of groups of learners, including vulnerable learners to support focused small group time planning.
- There are limited opportunities for play with natural objects for the younger children which would support the characteristics of learning around playing and exploring and thinking critically.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 viewed the nursery premises.
- The inspector observed children's play and activities indoors and outside.
- The inspector asked the staff and managers questions about their work.
- The inspector spoke to a small number of parents at the inspection, and read a sample of the nursery questionnaires to gain parent's views and opinions.
- The inspector viewed a sample of the nursery's paperwork, including some policies and children's progress records.

Inspector

Victoria Weir

Full Report

Information about the setting

Tigers Too Day Nursery is one of three nurseries run by Tigers Day Nurseries Ltd. It opened in 2004 and operates from four rooms in a two storey self-contained building. It is situated in the town centre of Thatcham. A maximum of 60 children may attend the nursery at any one time. The nursery is open each week day from 7.45am to 6.15pm all year round. All children share access to a secure enclosed outdoor play area. Children come from a wide geographical area. The nursery currently supports a small number of children with special needs.

The nursery employs 19 staff, including auxiliary staff. Of these 11, including the manager hold appropriate Level 3 early years qualifications. Eight of the staff are further developing their childcare qualifications.

What the setting needs to do to improve further

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

- develop the current moderation system to include tracking of groups of learners, including vulnerable learners, to support focused small group time planning
- provide a selection of natural play resources for the toddlers and babies to extend their experience and interest in the world around them.

Inspection judgements

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

Children make good progress in their learning and development because staff support them through good teaching skills. Staff monitor children's progress well through observations, and identify their next steps regularly so that they can see any gaps in children's learning. They complete effective two-year progress checks that perceptively identify learning and development areas to aim for when planning activities. Staff exchange information about children's learning needs and achievements both formally and informally each day with more emphasis on written documentation for the younger children. This together with written summaries and regular parent evenings supports staff and parents to work consistently to support children's progress.

Staff give good levels of support to children who may have an identified special educational need and gain valuable information relating to each child. They work well with

other professionals involved in children's development and learning to produce individual targeted planning. This further supports children so that they make good progress in relation to their starting point. Staff develop a strong understanding of the children as individuals and how to support them during their day by offering flexibility around routines for different age children. Daily, whole group activities are planned. Weekly whole group activities include external staff who come in to support music and football sessions for the children. Small group planning was less evident. This means there are missed opportunities to develop targeted interventions at children who may share the same learning needs and starting points.

Children are motivated to take an active part in play activities and routines. For example, meal times are used as an opportunity to engage children in setting the table. They share food, develop physical skills when using cutlery, develop their communication and literacy skills when discussing foods, hygiene and reading their names. Children have access to a range of resources which stimulate their motivation to learn. The babies and toddlers benefit from access to a range of toys and play mats available which engage their attention. These include objects which makes interesting sounds and creative play materials. However, there are less natural materials in the environment to support children's exploration and interest in texture, shape, and malleability of materials.

Staff chat to children during routines and activities. This supports children's language skills and understanding of what happens next. Skilful questioning is used by staff to develop sustained thinking with older children and staff use a running commentary to develop younger children's understanding of activities. The older children are supported well in developing effective counting skills. Children's early literacy is encouraged and linked to children's interests. For example, children were encouraged to make pirate treasure maps after they had engaged in spontaneous pirate role-play outdoors. Children are encouraged to read their names. The older children practise writing skills, as they sit and focus attention for extended periods of time. This helps the children to develop skills they need to be ready to start school.

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

Children settle well into the nursery environment. The key person approach and consistent staffing supports children to make positive relationships. The older children play together well and develop good friendships with each other. The younger children develop a good sense of identity. Children feel safe and secure in the nursery. Staff use the key person system effectively to support transitions within the nursery and beyond. For example, key persons for a child attending another setting visit the nursery to develop a clear understanding of how best to meet their key child's needs. Children behave well. The behaviour coordinator works well with staff to explore managing behaviour positively.

Children develop good independence skills. Babies and toddlers are encouraged to help with care practices. The older children demonstrate skills in this area as they pour their own drinks and serve their own food at mealtimes. Children benefit from balanced and nutritious food made at the nursery. Staff promote children's social skills well at meal

times and during care routines such as hand washing activities. Children benefit from staff joining them at lunchtime when they sit and chat in a relaxed and social way.

Staff plan the outdoor environment well so that all children have at least one outdoor session a day. They encourage the children to be physically active through activities that include opportunities for children to explore balancing, climbing and peddling, for example. Here, children also benefit from imaginative play and play with sand and water on a larger scale than inside. Children learn to manage risk outside through negotiating the use of space whilst on wheeled toys. Staff support children to manage their safety, for example, by reminding them why they need their sun hats and sunscreen on.

Staff provide a good range of activities for the children to encourage them to explore and investigate and most resources lend themselves well to this end. Children often initiate their own play and learning. They make their own choices from the toys and resources which are stored at child height. Photographs and children's artwork on display makes the nursery welcoming to children and families and gives the children a sense of pride in their achievements.

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

Managers and staff demonstrate a strong understanding of their responsibilities to meet the welfare and learning and development requirements. Staff have a keen awareness of their responsibility to safeguard children in their care. All staff have undertaken safeguarding training and are up-to-date on current safeguarding practice. Safeguarding information is easily accessible to all staff. Team meetings and coaching sessions provide opportunities for the staff to explore safeguarding concerns and knowledge in order to achieve consistency. Daily risk assessments take place and documentation relating to this is displayed on the nursery wall. This promotes children's safety and wellbeing efficiently.

Staff benefit from a rigorous in-house training programme. This means that training is matched to both the needs of the children and the needs of individual staff. The training is effectively linked to the self-improvement plan for the setting, and to the management moderation system. Managers regularly monitor the quality of the provision by frequently recording observations of staff in practice in the rooms and checking children's profiles. However, there is a lack of tracking of specific groups of children. This prevents managers from gaining an overview of the learning and development, particularly in relation to trends of learning for groups of vulnerable learners. Parents and children are involved in the good self-evaluation process, for example, through questionnaires and listening to children's feedback. Staff are proactive in responding to support from external agencies, for example, working around a safeguarding audit from the local safeguarding board. Action plans target improvement clearly. This enables the nursery to make good continuous improvement.

There is a good partnership with outside professionals, with other settings children attend and with schools that children go on to attend. Discussions with parents reflect that they

are happy with the services offered. Parents have direct access to nursery information, such as policies and the self-improvement plan. This keeps parents well informed about their children and nursery practices.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY276150
Local authority	West Berkshire (Newbury)
Inspection number	833454
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	89
Name of provider	Tigers Too Day Nursery Ltd
Date of previous inspection	26/09/2008
Telephone number	01635 866321 01635528857 J Tubb

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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, which are usually the childminder's 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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