

Tiny Tigers Day Nursery Ltd

Gorse Cottage, London Road, EAST GRINSTEAD, West Sussex, RH19 1QF

Inspection date	17/06/2013
Previous inspection date	20/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The partnerships with parents are strong. Information shared between parents and staff ensures that the nursery is able to meet children's care and learning needs effectively.
- The nursery forms effective partnerships with other professionals in order to support children's learning and welfare.
- Children benefit from positive interaction with staff who get involved in their play. This extends children's fun and positive attitude towards learning.
- Children benefit from a well-resourced and stimulating natural outdoor environment all year round. This enables them to develop curiosity and imagination as they explore and investigate.

It is not yet outstanding because

- The provider has not fully developed some aspects of the key person procedure. This slightly reduces continuity for children when their usual key person is absent.

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 spoke with several parents and took account of their views.
- The inspector observed activities in all rooms and the outside learning environment.
- The inspector completed a joint observation with the manager.
- The inspector looked at examples of children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.

Inspector

Frankie Stanton

Full Report

Information about the setting

Tiny Tigers Day Nursery has been established since 2001, although it re-registered due to a change in company status in 2008. It is a privately-owned day nursery. The nursery provides places for up to 53 children at a time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in East Grinstead, West Sussex, close to the town centre. The premises are fully accessible and have been purpose-designed to include a variety of rooms on two floors of the property. There is a large secure outdoor play area. The nursery is open from Monday to Friday, from 7.15am until 6.15pm, and operates 51 weeks a year with the exception of bank holidays. There are currently 104 children, aged from six months to five years on roll. They provided funded early education for three- and four-year-olds. The nursery supports children with learning difficulties and/or disabilities and children who are learning English as an additional language. A team of 24 staff work with the children. Of these, 19 hold recognised early years qualifications including two who have Qualified Teacher Status.

What the setting needs to do to improve further

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

- build on the well-established key person system to promote continuity of care for children during staff absences.

Inspection judgements

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

All staff have a good understanding of how children learn and a comprehensive knowledge of the Early Years Foundation Stage. Consequently all children make good progress in relation to their starting points, in this welcoming and stimulating environment. Staff observe and assess children's learning well. They use information about children's interests and levels of development to plan a good balance of adult-led and child-initiated opportunities in all seven areas of learning. Staff are passionate in their commitment to ensure that all children reach their full potential and that parents get the help and support that they need. When staff become concerned that children's development is below that of others of their age, they swiftly engage the support of other agencies. These include the special educational needs service and staff act on their advice and work closely with parents. This helps all concerned to enable children to make very good progress and the gap between their achievement and that of others is therefore closing.

Adults provide a broad range of activities, which cover the seven areas of learning effectively and are matched to children's different stages of development. As a result, they are well prepared for school. Children's language and social skills are supported well by enthusiastic and interested staff who join in with their play. Staff model how to talk to each other and ask effective questions that help children to speculate and solve problems. Staff use music and songs very effectively to make learning fun as children learn new words and develop their counting skills. This means that all children, including those learning English as an additional language become confident communicators.

The outdoor environment provides lots of opportunities throughout the year for children to explore and ignite their curiosity. For example, they make discoveries and investigate the natural world with enthusiastic staff who encourage them to try new challenges and make links in their learning. They learn about growing and have opportunities to plant seeds and grow vegetables that they can then cook and enjoy. These activities help children to develop a good understanding of the world around them. Staff promote children's physical development through a very good range of activities. They enable them to run, climb and balance and to ride wheeled toys, which encourages them to take controlled risks and develop coordination and large muscle control. Children learn to express themselves through art and design as they choose the materials that they need to create their models and paintings.

Staff promote children's reading skills well. From their first days in nursery, babies learn about the pleasures of reading as they snuggle up to share a book with a practitioner. Older children learn to recognise letters and their sounds and discuss stories and characters. Imaginative role play opportunities indoors and outdoors give children opportunities to practice new skills like mark making and counting, for example, writing letters and counting money in the post office.

Babies are regularly taken to the garden to enjoy the fresh air, explore and socialise with their older friends and siblings. Toddlers and pre-school children are able to choose to move freely between the indoor and outdoor environments and are able to access all areas of learning in both areas. This helps ensure that all children make good progress whatever their preferred learning style.

Staff are wholly committed to working in partnership with parents, taking account of their views and knowledge in order to plan for next steps in children's learning. Evening workshops for parents help them feel confident about how and what their children learn in nursery and ways to help their children learn at home. Daily dialogue, parent consultations and reports for parents, including the statutory progress check at age two, mean that parents feel well informed about their child's progress.

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

Staff organise a warm and welcoming environment where children and their families feel valued and respected. Children show that they feel safe and secure in the setting by parting happily from their parents at the beginning of the day. Even babies new to the

nursery settle quickly as staff take care to liaise with parents to cater for their individual needs and follow home routines. The nursery has a well-established key person system overall, which means that children and their parents develop close, secure relationships with a dedicated member of staff. There is currently no system in place to further promote continuity for children when their key person is absent. This means that, although all staff show care and concern for all of the children, on rare occasions when their key person is not present children do not have a special individual to relate to.

Adults are good role models and work cooperatively as a team. They give lots of positive praise for children's efforts which means that children feel good about themselves and confident to have a go and learn new skills. Children learn to show care towards each other for example inviting others to join in their play. They learn to help with organising the nursery for example by sharing out the cutlery at lunch time and to take care of their environment by helping to wash tables and sweep the floor. Staff are vigilant and intervene swiftly in minor disagreements, managing them calmly and sensitively. As children grow older they learn about good manners such as saying please and thank you at mealtimes. Through story they learn about how the way that people behave can make others happy or sad as staff take opportunities to discuss feelings and what is right and wrong.

Staff take positive steps to identify hazards and minimise risks to ensure that the nursery is secure and safe indoors and outdoors. Children gain an understanding of healthy lifestyles as staff promote the importance of fresh air and physical activity. Staff are good role models, actively engaging in outdoor physical activities. As well as having opportunities to be physically active in the large well resourced garden, children also visit the local park and take advantage of the fresh air and physical challenges that this offers. Staff promote children's rest needs well as they make sure children have opportunities to sleep when they need to in calm and cosy rest areas.

In the baby room, staff work closely with parents to support children with weaning and introducing solid foods. Children are offered good healthy foods at breakfast, snack and lunch times and can talk about the foods that are good for them and those that are not so healthy. They learn the importance of washing their hands before eating and how to brush their teeth after lunch. Drinking water is available at all times indoors and outdoors. Younger children are encouraged to drink from their own individual cups and older children enjoy pouring their own drink from jugs, which promotes their independence well.

Babies intimate care needs are well met as soiled and wet nappies are swiftly noticed and changed by the child's key person in a clean and well-resourced changing area. Staff make changing time a pleasurable experience by talking with the children who enjoy their undivided attention. As children become toddlers they soon learn to use the toilet independently and dress and undress themselves.

Children and their families are well supported with transitions from room to room because staff feel that is important to make sure that the parent is prepared as much as the child. Staff manage transitions to school very well as they form strong links to feeder schools. They share information to ensure that all children, including those with special needs, make

a good start on their next learning journey.

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

Leaders have a very clear understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. The manager's vision for providing an active and playful learning is shared by a strong team of staff. The manager's clear commitment to meet the needs and abilities of all children and their families is acted out in the day-to-day practice of all staff.

The management follows a robust recruitment procedure to appoint people that are suitable to work with children, have a good knowledge of child development and subscribe to the nursery's inclusive ethos. Strong induction procedures help to ensure that staff fully understand the policies and procedures including arrangements for safeguarding children and promoting their welfare. This means that staff are well prepared for taking on their roles. There are good appraisal systems in place to help identify individual staff targets and training needs. The manager's commitment to the ongoing professional development of the whole team means that staff have opportunities to access a wide range of training to enhance their skills and knowledge. There are good systems in place to cascade training through regular staff meetings.

Self-evaluation is ongoing and takes into account the views of staff, children and their parents. This means that leaders have an accurate view of the setting's strengths and clear plans for development. This includes the continuing improvements to the outdoor learning environment to provide an area to meet the needs of the youngest children. Because leaders have a daily presence in the nursery, they are able to monitor the impact of planning and practice on children's progress and ensure that appropriate interventions are helping to close the gaps in the progress of different groups. Leaders have been well focused on improving the environment for learning.

Leaders have a very clear understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They follow the required procedures for complaints and keep a record of complaints as required. The manager, who is the designated lead for child protection, ensures that all staff are regularly trained and updated and that policies and procedures are understood and followed. All staff receive first aid training and those who prepare food are suitably trained. Staff conduct risk assessments before all trips as well as on a daily basis indoors and outdoors. This means that parents can be confident that staff promote their children's health and safety effectively.

Strong partnerships with parents and other agencies such as the special needs service help to ensure that all children are supported to reach their full potential. Parents and carers are well-informed about their child's day and are extremely happy with their choice of child care. They praise the setting for the support that they are given as parents as well as the individualised care and attention that is shown to their children who thoroughly

enjoy their time at nursery.

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 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	EY366771
Local authority	West Sussex
Inspection number	829016
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	104
Name of provider	Tiny Tigers Day Nursery Ltd
Date of previous inspection	20/10/2008
Telephone number	01342 303424

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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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Piccadilly Gate
Store St
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