

Tiny Tigers Day Nursery Ltd

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

Inspection date	13/01/2014
Previous inspection date	17/06/2013

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

- Staff know children well as individuals and use clear assessment systems, which enables them to support children's good progress in their overall development.
- Staff promote good and effective partnerships with parents and outside agencies, which leads to effective planning to support every child's learning and development.
- Staff create a stimulating learning environment where resources are easily accessible to children. This enables children to develop their independence skills well.
- Thorough systems for self-evaluation effectively support staff to identify and prioritise areas for improvement.

It is not yet outstanding because

- The nursery has a good range of books. However, staff do not always promote this resource well in all rooms to fully encourage children to be interested in and enjoy looking at books.
- Occasionally some adult-led activities do not allow older children to fully develop their imagination and creativity.

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 observed activities in all playrooms and the outside learning environment.
- The inspector held discussions with the manager and talked with staff and children at appropriate times during the inspection.
- The inspector spoke with some parents on the day of the inspection.
- The inspector looked at various documents, including children's learning journals and evidence of the suitability of staff and recruitment procedures.

Inspector

Daphne Brown

Full report

Information about the setting

Tiny Tigers Day Nursery has been established since 2001 and re-registered due to a change in company status in 2008. It is a privately-owned day nursery. 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 7.15 am until 6.15 pm, and operates 51 weeks a year with the exception of bank holidays. There are currently 101 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities. 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:

- strengthen children's opportunities to develop their literacy skills, for example by creating attractive and inviting book areas in all rooms where children and staff can enjoy and share books together
- extend children's creativity and critical thinking skills, for example by ensuring adult-led activities fully enable children to independently explore and express their own thoughts and ideas.

Inspection judgements

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

The whole staff team has a good understanding of the Early Years Foundation Stage. As a result children enjoy learning and developing in a fun and engaging environment. Staff set up the play rooms in the morning with a broad range of interesting activities. They ensure the resources include ones which they know children are interested in, and promote all areas of learning. Consequently when children arrive they settle quickly, eager to explore toys and activities of interest. Children make good progress because staff know the children well and plan effectively to meet their current interests and individual learning and developmental needs. They regularly assess children's progress and involve parents well in their child's learning by sharing and discussing their child's next steps in learning. The records contain information from parents on children's starting points, an initial

settling-in assessment by the key person and tracking documents to support future plans for each child. A system for assessing and completing the progress check of two-year-old children has been introduced and staff share these checks with parents.

Children benefit from many opportunities to make choices and decisions as they experience a good mix of free play and more structured activities. This helps them to learn through exploration and to become independent learners while also introducing some routine. However on occasions some adult led activities are too descriptive and do not give children the freedom to further enrich their creativity, critical thinking skills and express their own thoughts and ideas. For example, an activity to learn about clothes to pack for summer and winter holidays does not challenge their creativity and encourage children to be active learners.

Staff promote children's communication and language well. They engage in many lively and interesting conversations with children. Staff use effective strategies to encourage children to speak by asking open questions and help children develop their language by introducing descriptive vocabulary. For example, skilful use of questions by staff encourages children's imagination to flow and problem solve as they play together in the sand. Children develop early literacy skills as staff clearly label toys and resources creating an environment rich in print. In most play rooms there is a good selection of quality books. However, these areas are not always cosy and inviting for the younger children to really enjoy the excitement and wonder stories can bring. This means that children are not always able to sit and enjoy books in a cosy area for themselves to further extend their early literacy skills.

Children's physical development is progressing well. Staff have developed the outdoor areas extremely well so that children have good opportunities to play and learn outdoors. They teach children to play cooperatively as they develop imaginary play around the resources they find in the sand pit. They develop their physical skills as they engage in running games and to use ride-on toys. Children move around with coordination and control. Staff also provide resources to promote all areas of learning outside. There are digging and planting areas where children are able to learn about the fascinating world of growing and discovering mini-beasts.

Staff organise the indoor learning environment so children are able to be independent in their learning choices. This encourages and supports children to be confident and self-motivated. Following a recent interest in sewing staff provide different fabrics for the children to make clothes for dolls in the nursery. However, although there is a very good range of resources sometimes they are not always well maintained. For example, children's enjoyment is thwarted when several pieces of a puzzle are missing. Although staff help children look for the missing pieces, when these are not found this results in feelings of frustration.

Strong and effective partnership with parents enhances children's learning and development. Staff actively seek the input of parents as part of their ongoing assessments of the children. Staff have a secure knowledge of child development and use this effectively to identify those children who require additional support promptly. This enables these children, along with all the other children, to achieve and flourish. Staff have very

good relationships with external agencies and professionals and understand the importance of working closely together to improve outcomes for all children.

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

A programme of settling-in visits for new children helps them to move smoothly from home to the nursery. They gather good information from parents about their child's needs. Staff observe children's interactions with adults on their settling-in visits to see which staff they naturally feel close to. This means that children develop a close bond with their key person.. In addition, following a recommendation from the last inspection, each child has a second key person who takes over in the absence of the first one. This means that children's emotional well-being is continually and securely supported.

Children's behaviour demonstrates that they feel safe and secure and they are confident and at ease as they happily approach visitors. Staff treat children with kindness and respect and speak calmly to them. Staff help and carefully guide children with learning how to manage their own behaviour. They act as good role models, talking calmly and encouraging children to use good manners and be respectful of each other. Staff are vigilant about children's safety and teach them how to evacuate the nursery through regularly practising the emergency evacuation plan. This keeps children safe and helps them understand what is happening when the alarm sounds. Children benefit from regular outings to local places of interest. Staff carry out risk assessments prior to these and ensure children wear high visibility jackets. These outings help children learn about road safety and how to keep themselves safe.

Children benefit from an environment where their independence and self-care skills can develop. Children are able to get their own coats and shoes and can choose when they would like to go outside. Whilst outside children enjoy fresh air and exercise and this helps them understand the importance of staying healthy. They know the need to wash their hands before eating or using the toilet and enjoy singing a song about this before meals. This helps children develop good hygiene practices and contributes towards a healthy lifestyle. Children enjoy healthy snacks and meals. The older children enjoy a rolling snack bar which enables them to learn about their own appetites. Staff provide fresh drinking water throughout the day and children are able to help themselves to this.

Staff manage children's moves between the rooms well. There are daily opportunities for children to play together in the outside area so all staff get to know all children well. The key person organises settling-in sessions with children's new key persons and discusses the move with parents. In this way children's personal, social and emotional development is positively promoted and children are happy and confident in their new room.

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

The owner, who is also the manager, has a clear understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff know and understand their responsibilities for safeguarding. They have received safeguarding training and know how to respond to any concerns they may have about a child. They understand and consistently implement the nursery's clear policies and procedures, including those relating to equal opportunities and complaints. All staff have a first aid qualification which means that they are able to respond to children's needs effectively. Rigorous recruitment and vetting procedures are in place to check the suitability of all adults employed at the nursery. Comprehensive risk assessments cover all aspects of the premises. A health and safety coordinator monitors these assessments to ensure any concerns are promptly addressed. This means that staff have effective processes in place to keep children safe.

The owner is committed to continually monitoring the nursery and staff practice. She recognises and values the importance of self-evaluation and actively seeks the views of staff, children and parents. Staff are well supported. There are good systems for supervision and identification of training needs. Staff are enthusiastic and continually update their professional development and this has a positive impact on the children's learning and development.

Partnership with parents is embedded particularly well into the nursery's ethos. The owner places great value in ensuring that parents develop a sense of belonging to the nursery and can contribute to the well-being of their children. Parents receive a wide range of information to ensure they are well informed about how the provision operates. Staff keep them informed about their children's progress, achievements and daily experiences. A parent's representative system enables parents to have a very active part in the running of the nursery, with their views and expertise used to enhance the quality of the learning environment for the children. Parents speak highly about the nursery and the staff team. Comments from parents indicate they are happy with the service provided. The nursery is very much part of the community. Staff share good relationships with local schools, other professionals and local groups, which support children's continuity of care.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	948905
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	53
Number of children on roll	101
Name of provider	Tiny Tigers Day Nursery Ltd
Date of previous inspection	17/06/2013
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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