

Tigers Too Day Nursery Ltd.

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

Inspection date	27/01/2014
Previous inspection date	06/06/2013

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

- Children make good progress in all areas of their learning and development as an effective key person system helps to make them feel safe and secure, tailoring care and activities to meet children's individual needs.
- Staff reliably identify children whose learning and development is not at a typical level for their age and work with parents to secure timely interventions to help those children close gaps in their learning.
- Staff supervision, performance management, training and ongoing professional development is effective and has a strong impact on children's well-being, learning and development.
- The leadership team has a good understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage and has effective systems to monitor their implementation.

It is not yet outstanding because

- Monitoring systems and processes to share knowledge gained through training are not working fully effectively to contribute to the evaluation processes to further promote children's progress.
- Guidance techniques and strategies from outside agencies are not consistently shared with all staff to support and fully extend children's individual learning needs.

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 a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, behaviour management and equal opportunities, and checked a selection of other policies.
- The inspector sampled a range of children's records, the nursery's systems for planning, evaluation and exchanging information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day, and reviewed parent comment and complaint logs.
- The inspector met with the leadership team and undertook a joint observation with the manager.

Inspector

Helen Robinshaw

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. 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 is registered on the Early Years Register and both parts of the Childcare Register.

There are currently 70 children on roll, all of whom are under five years of age. The nursery is in receipt of funding for free early education for two- three- and four-year-old children. The staff welcome children who are learning English as an additional language and children with special educational needs and/or disabilities. However, provision for children over the age of two is based on the first floor of the building and the nursery does not include a lift.

The nursery employs 25 staff, including three auxiliary staff, four visiting teachers and the owner. The operational manager oversees provision across the chain of nurseries and holds an Advanced Diploma in Childcare and Education. The full time education team include nine members of staff with appropriate qualifications at level 3 or above, six staff qualified at level 2 and currently training towards level 3, one trainee and one individual support worker for children with special educational needs and/or disabilities. Two further teacher assessors make regular visits from the associated training centre.

What the setting needs to do to improve further

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

- extend systems to share good practice, particularly gained through staff training, to contribute to the established monitoring systems and the evaluation of practice to further promote children's progress

- review how guidance from specialist teachers is implemented to improve consistency of practice amongst all staff involved in the child's learning.

Inspection judgements

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

Children are making good levels of progress in their learning and development at this caring and lively nursery. Staff provide children of all ages with a broad range of stimulating learning experiences throughout the day. Babies activate pop-up and musical

toys; they shake transparent containers and watch the movement of vibrant colours, liquids and solids. Various baby gyms and pull-along toys help them develop their physical strength, as well as their hand-eye coordination. They enjoy nursery rhymes and develop their social skills with their key person and with the toddlers in the adjoining room. Toddlers enjoy a well-resourced and organised playroom where they can reach and choose the toys that most interest them. They concentrate for longer periods as staff sensitively extend their interests by modelling another way of using a tool or helping children discover how things work. Slightly older children choose to pour sand between different containers, pour water through sieves and water wheels or track wild animals through a mixture of gloop. Staff give children plenty of time to play and in doing so, children test out their ideas, make predictions and try again. Children's imaginations are excited and they show satisfaction as they experiment and learn. Staff ensure there is a good balance of physical activity and quiet times, free-play and group activities, inside and outside throughout the day. Children are happy, actively and creatively engaged in their learning and develop good friendships.

Children engage in stimulating and challenging activities because their key person and each room team are highly effective in their preparation. Planning successfully builds on children's current achievements, interests and observations of their play. All staff regularly update their observations and photographs of children's progress in well-presented learning journals. These clearly document children's progress in each area of learning and development. Routine evaluations and reviews identify next steps in children's learning. Staff design weekly activities around the needs of individual or small groups of children. They observe children's progress and this helps to keep children's interests and achievements moving forward. Effective planning results in children being ready for their next stage in learning. For example, older children learn to manage PE bags and change their clothes as they prepare for drama sessions and football coaching. They choose library books and ensure their home-school diary is in their book bag ready to take home. Such activities help children develop confidence and independence in managing and organising themselves. These are skills which will help them in all future activities.

Good quality teaching and a keen focus on developing children's physical, personal, social and emotional development along with their communication and language skills result in good progress for all children. The individual needs of children, including those with special educational needs and/or disabilities, and those who are learning English as an additional language, are in most cases exceptionally well met. The nursery works closely with agencies sharing specialist knowledge. They adapt teaching areas to meet the needs of individual children. The nursery is also quick to support additional specialist training to help children achieve their potential. However, techniques and strategies to support children's individual needs are not always shared with all the members of staff who need to use them. This reduces the impact of some early intervention programmes, as support is not as effective as it could be. Similarly, some staff have completed training in the 'Every child a talker' programme and, as a result, children's communication and language skills are developing exceptionally well. However, the benefits of this training have still to reach some junior members of staff, who do not have such highly tuned teaching skills. The nursery is however particularly effective at identifying and meeting the needs of trainees and on the whole the quality of teaching is very good. Consequently, children make good progress towards their early learning goals in all areas of learning and

development.

The nursery places a high priority on developing supportive and effective relationships with children's parents and carers. Parents speak very highly of the way staff welcome them into the nursery to share and update information, co-ordinate practice with other professionals and help them to continue their children's learning at home. A range of informal communication channels keep parents informed of events at the nursery and about daily activities. More formal meetings are also available to discuss children's skills and progress and to prepare progress checks for two-year-old children and records for schools. This collaborative approach links children's learning at home and at the nursery and helps to ensure their progress is as secure and dynamic as it can be.

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

Staff's warm and attentive care helps babies and young children settle quickly and comfortably in to the nursery. Older children joining the nursery soon relax, settle in and make new friends. Children confidently approach staff for their help, guidance and conversation. This confidence stems from an effective key person system, in which care is tailored to the specific needs of individual children and their families. Staff take care to establish all available information about each new child's starting point, their needs and preferences. Daily diaries help parents and staff work together to co-ordinate children's routines and adapt flexibly to their changing needs. The setting provides an inclusive environment and implements a policy and procedures to promote equality of opportunity for all children in their care. Children's needs are effectively met, providing them with a secure base from which to explore their environment further and develop greater confidence.

Staff are deployed well, ensuring that children always have access to support and help. Observant staff are on hand to point out the merits of wearing an apron, guide children in the potential risks of enthusiastic water play and model expected behaviour. As a result, children generally behave well and learn some very good manners prior to leaving. For example, younger children help set tables with empty cups while older children learn to set the table and clear away as a team. They wait until all are seated before helping to serve their own meal and politely thank the staff who support them. Younger children are guided to the tissue box; older children use and dispose of tissues correctly and wash their hands. This shows children are becoming increasingly independent in managing their personal needs. New toilet facilities at the setting enable children to access the facilities independently. Staff show respect for children's privacy, supporting their independence, but staying nearby to give help with clothes or prompts for hand washing. Caring staff are sensitive to individual children's needs and children's behaviour indicates that they feel safe in their presence.

Healthy ways of life are promoted through discussions about the nutritional value of their well-balanced and inviting home cooked lunches and snacks. Children play outdoors each day and participate in drama, football and team game sessions throughout the week. The outdoor play area is well-stocked with apparatus to crawl through, climb over or negotiate.

Children learn to peddle tricycles, play ball games and mix socially with children from the other age groups. Staff are now mindful of exuberant play when younger children are present. Groups are well-monitored in the outdoor play area so that there is a balance of activities suitable for the age of children sharing the area. Part of the play area can be divided off, so that different activities may meet different children's needs effectively across two separate areas. Outdoor play fosters opportunities for siblings to meet up and for younger children to become familiar with the staff and children in the older groups. Children benefit, as moves from one group to another within the nursery tend to be very smooth. Children are also socially and emotionally ready to make the move to school.

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

The management team have a very clear understanding of their roles and responsibilities to meet the learning and development requirements of the Early Years Foundation Stage. The nursery is one of three settings that are led by the owner and operational manager. The leadership team also run a training centre and various support groups for Early Years professionals. Standards for initial training through to continued professional development are therefore exceedingly high. Many students begin training straight from school. Students receive significant levels of supervision and nurturing from the nursery manager, leadership team and their training staff.

The manager has clear systems in place to monitor the delivery of the education programmes across the setting. Consequently, children's needs are identified promptly and they are generally very well met, through good quality teaching and timely interventions. The manager and staff know the children's skills, abilities and levels of progress. They discuss these with parents and the leadership team. Engaging external agencies quickly and working with them effectively supports children's progress in closing gaps in their learning. Most children make at least good progress across all areas of learning and development. However, the monitoring systems do not always include a clear overview of every child's progress or teaching strategies staff use to promote children's learning and development fully effectively. Leadership and management show a strong drive to achieve the very best in all aspect of their services. Self-evaluation procedures are in place and include input from parents, children, staff and the associated training team. One parent has requested further outings into the community for older children and this is now included in the development plan. Progress towards recommendations raised at the last inspection is evident.

All mandatory documentation for the safe management of the nursery is in place and is accurately maintained. The policy and procedures for safeguarding children conform to guidance from the local authority safeguarding team and met the requirements of the Early Years Foundation Stage. A member of staff takes responsibility for liaising with the local safeguarding children's board and for updating child protection training. All staff have attended safeguarding training and are confident of the appropriate procedures to follow in the event of concerns about children, or an allegation against a member of staff. Procedures for the appointment of new staff include robust checks on their suitability to

work with children. Comprehensive systems for supervision, induction of new staff, probationary periods and training help to ensure that staff continue to be suitable to work with children. Staff skills and sensitivity to children's safety and welfare are regularly updated and improved. Staff appraisals link closely with supervisions and training needs so that all children's needs are met to increasingly high standards. All staff also receive routine updates in first aid training and in food hygiene. Procedures for administering medicines are tight and written records of accidents, injuries and first aid treatment include signatures to confirm that parents are fully informed. The setting routinely practises emergency evacuation procedures. Additional measures are in place to move babies and to ensure that children with hearing loss are accounted for as soon as the alarm is raised. Potential risks to children's safety and welfare are carefully thought through to keep children as safe as possible. The nursery implements a behaviour management policy and procedures. They have a named practitioner with the necessary skills to advise other staff and access expert advice. A recent review focused on staff's management of children of different ages in the outdoor area. Partitioning off the area now facilitates different activities with different ages of children, providing additional security for younger children.

A range of formal and informal opportunities for communication attempt to include all parents in the activities of the nursery and in their children's learning and development. Parents speak very highly of the support they receive from the staff and the good levels of progress their children are making. Parents appreciate the opportunities available to their children from visiting specialists in teaching French, music, drama and football. They state they are very pleased with the way staff link in with their wider team of professional support and incorporate their guidance into daily practice with their children.

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	EY276150
Local authority	West Berkshire (Newbury)
Inspection number	952095
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	79
Name of provider	Tigers Too Day Nursery Ltd
Date of previous inspection	06/06/2013
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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