

Tiger-Tots Pre-School

Guthlaxton Community College, Station Road, Wigston Magna, Leicestershire, LE18 2DS

Inspection date

Previous inspection date

23/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are kept safe because the pre-school staff are knowledgeable about safeguarding issues and understand what to do in the event of a child protection concern.
- Assessments of children's starting points for learning is good and effective, in order to plan for their individual needs and development.
- Children form positive attachments with their key person, which means they are confident and settle into the pre-school well.
- The partnership with parents and outside agencies is good and effectively managed.
- Children who speak English as an additional language are well supported because their home language is valued in the pre-school setting.

It is not yet outstanding because

- The programme of professional development and staff supervision is not yet sharply focused and targeted to ensure that staff are consistently improving their already good skills and knowledge.

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.

Inspection activities

- The inspector had a tour of the premises during the inspection.
- The inspector observed children's activities and routines in the indoor and outdoor areas.
- The inspector spoke to the managers and childcare staff at appropriate times throughout the observations and spent time talking to children.
- The inspector looked at children's learning journal records, planning systems, a selection of policies and procedures and children's records.
- The inspector checked evidence of suitability of the childcare staff and discussed self-evaluation.
- The inspector held a meeting with the pre-school manager.

Inspector

Tracey Hobbs

Full report

Information about the setting

Tiger-Tots Pre-School opened in 1978. It operates from the ground floor of a Victorian house situated in the grounds of Guthlaxton College. The pre-school predominantly serves the South Wigston and Wigston Magna areas of Leicestershire. There are currently 45 children aged from three to five years on roll. The pre-school is in receipt of the early education funding for children aged three and four years. Children attend a variety of sessions. The pre-school currently has children on roll who speak English as an additional language. The group is open five days a week during school term times, from 9am until 4pm. Six staff work with children on a regular basis. Over half of the staff have early years qualifications at level 3 and one has an Early Years degree. The pre-school is a member of the Pre-school Learning Alliance. Staff also receive support from the Leicestershire Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- develop further the programme of professional development for staff, by ensuring it is astute and targeted to their individual needs through regular supervision, to enhance their already good practice.

Inspection judgements

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

The pre-school staff have good knowledge and understanding of the Early Years Foundation Stage. At the onset of care, parents are asked to complete information regarding their child's developmental levels, which provides staff with information about children's starting points and interests. This information is detailed and identifies priorities and is routinely used to inform the planning of challenging experiences in all seven areas of children's learning and development. This means children's next steps in learning are planned for and children make good progress. Staff have developed an observation system which incorporates text and photographs of children in their play to illustrate the activities they participate in. Staff complete documentation to monitor and assess their language and communication. This system is providing an effective assessment process to ensure all children are monitored and their progress tracked. Staff understand the requirement to complete the progress check for children between the ages of two and three years; and continue to summarise children's progress throughout their time at the pre-school. This ensures that they are able to seek specialist support if needed, in order to make good progress in their learning and development.

Staff provide a well-organised environment. The use of posters around the large playrooms encourage children to see letters in print, which develops their understanding

that words have meaning. Children enjoy listening to their favourite stories to enhance their love of books and early literacy skills. Children readily help themselves to toys and resources to support their play in all areas of learning. Children's progress is good because activities and the use of resources are effectively well-organised to promote their exploration and stimulate their curiosity. Staffs teaching is good. For example, children enjoy working with a member of staff who had prepared a small table in the corner of the room for them to build their own creative junk models. She responds to children's request for help when needed but encourages children to have a go and keep on trying new skills, which promotes confidence, self-esteem and communication and language.

The pre-school shares information regarding children's day with parents via noticeboards situated outside the main door and in the entrance hall. This information is informative and practical. They also provide parents with individual and accurate information about children's learning, in order to support children's learning at home. Parents are actively encouraged to spend time in the pre-school and are offered the opportunity to participate in stay and play sessions with their children and attend trips within the local community.

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

Children and their families are warmly welcomed into this friendly pre-school. They are happy and demonstrate that they feel secure in staffs care. For example, children seek reassurance from a member of staff when they feel a little unsure of new visitors, which supports their emotional well-being. New children settle appropriately due to members of staff taking the time to find out about each child's background. New children and their parents are invited into the pre-school to visit and spend some time with staff, other children and familiarise themselves with the pre-schools daily activities. By working closely with parents, this helps to ensure continuous and consistent care for children and aids transitions from home. Children's emotional development is effectively promoted as they develop secure, trusting relationships with each other and their key person. As a result, children are happy and feel safe in the pre-school. This is promoting children's feelings and their sense of being special and valued.

Staff are aware of the importance of preparing children for their transition into other early years provisions and school. Staff prepare children for their transition by supporting them in practical ways to put on their own clothing, put on their shoes, use the bathroom facilities and recognise their own name. Staff support these transitions to other early years settings by the regular exchange of information with other professionals to support continuity of learning and care. Children's physical health is appropriately addressed. They have daily access to the outside play space for fresh air and enjoy being physically active. The outside environment is an asset to the pre-school and has a good range of resources that enable children to play and learn in all seven areas of development. For example, children have use of the good range of wheeled toys, such as trikes and those which children can ride-on or push along, crates for building, sand and water play, a bug garden and children have planted their own plants and vegetables. This means that children have the opportunity to extend their exploratory play and imagination as resources are well-organised and presented. Children learn about keeping safe as they control and

manoeuvre equipment and take responsibility for their safety during these activities.

Children's individual dietary needs are acknowledged and staff take into account the wishes of parents. At snack time, children are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. For example, children are offered a choice of two different fresh fruits or a carbohydrate option. Children are encouraged to complete self-care tasks for themselves and develop their independence appropriately. Staff encourage children to follow appropriate hygiene routines in order to minimise the risk of infection. For example, children wash their hands before and after food and brush their teeth after lunch. Staff encourage children to learn simple rules and boundaries and why they need to share, be kind and develop empathy towards others. Staff use consistent, positive reinforcement in order to promote children's confidence and self-esteem. As a result, children smile because they are proud of their achievements and behave well.

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

The pre-school staff understand their responsibilities in meeting the safeguarding and welfare requirements. All adults working on the premises have undergone suitability checks in order to protect children and the manager understands the importance of notifying Ofsted of any changes. Ongoing suitability of staff is monitored on an annual basis. The pre-school demonstrates a high level of commitment to promoting children's safety. Arrangements for safeguarding children are secure. This is because they enlist the help of the local authority development worker, ensure they have up-to-date information from the Local Safeguarding Children Board and have established good relationships with other professionals who may be involved in a child's care. Managers ensure there are staff in each session who hold relevant first-aid certificates and have attended training courses to keep their childcare knowledge up-to-date. She is effective in the deployment of staff so that children are never left unsupervised throughout the session.

The manager has a good overview of the educational programmes. She conducts annual appraisals with all members of staff. However, staff's training plans are not yet tailored to their individual needs and interests, or sharply enough focused to ensure that they continue to improve their already good practice. Activities planned for children provide a good balance of those led by adults and those initiated by children, and assessments are routinely linked to the planning of activities. This has a positive impact on children's ongoing development because the planning of activities is always sharply focused on children's precise learning needs. Managers and staff demonstrate a good commitment to continuous improvement. For example, managers update the pre-school's self-evaluation form on a regular basis and demonstrate a willingness to continue to improve their practice. They have made extensive changes to ensure progress in meeting the recommendations raised at the last inspection. The process is fully effective in helping to focus on areas for future improvement that will have the most impact on children and their learning.

The premises and outside play area are secure and risks of accidental injury are minimised as staff supervise children well. Managers carry out regular risk assessments of all aspects of the pre-school. For example, the front door is kept locked at all times during the session and access to the outside area has been developed, to provide children with a safe entrance and exit and the storage areas in the outside area are fitted with padlocks. Staff recognise the importance of building close links with parents. They have good working relationships with them and they share information so children's individual needs are considered. There is a range of appropriate policies and procedures to support the management of the provision. Positive verbal feedback demonstrates parents' high regard for the pre-school and the service offered.

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	226353
Local authority	Leicestershire
Inspection number	870649
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	45
Name of provider	Guthlaxton College
Date of previous inspection	not applicable
Telephone number	0116 288 1611 X 125

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

