

# Tiger Tots Eastcroft

Eastcroft Park Primary School, Hollinghurst Road, Liverpool, L33 1EB



## Inspection date

5 February 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are flexible in their approach and use a variety of teaching methods to promote children's learning. Children make good progress in their learning and their communication and language skills are particularly well supported.
- Children are happy and demonstrate a strong sense of belonging as they are eager to get involved in their choice of play. Staff are caring and sensitive during their interactions with children. This helps to promote positive relationships.
- Children's independence and self-help skills are given high priority. The organisation of the well-resourced environments and daily routines helps children to become confident and motivated learners.
- The owner and staff prioritise partnership working with parents and other professionals. This contributes towards an effective exchange of information which helps staff to ensure that children's unique care and medical needs are met.
- The owner is committed to providing a quality service to children and families. She has worked extremely hard, in collaboration with staff, to identify the strengths of the nursery and evaluate practice continually.

### It is not yet outstanding because:

- Partnerships with early years providers that children also attend are not yet as robust as links with other professionals. This means that information detailing children's learning needs is not always shared to help everyone to be fully aware of children's emerging skills.
- The owner's evaluation of teaching is not thorough enough to identify a highly focused programme of professional development that helps to raise the quality of teaching to an even higher level.

## What the setting needs to do to improve further

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

- strengthen the links with other early years providers that children attend, so that information sharing helps everyone to have a better knowledge of children's abilities
- strengthen the quality of teaching and use rigorous evaluation that identifies highly focused professional development opportunities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the owner, the deputy manager, the special educational needs coordinator, a portage worker and a teacher from the host school.
- The inspector completed joint observations with the deputy manager.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at and discussed relevant documentation and procedures, such as the nursery's self-evaluation process, and checked evidence of the suitability of staff.

### Inspector

Hilary Boyd

## Inspection findings

### Effectiveness of the leadership and management is good

The nursery is very well presented, safe and inclusive. Safeguarding is effective. The owner and staff understand their roles and responsibilities and child protection procedures to help keep children safe. Staff know how to report a concern about the welfare of a child. Parents speak highly of the service and personalised care provided. They are actively encouraged to share information using a vast range of communication tools. This helps them to understand more about their children's learning and consider ways to potentially extend children's play at home. Staff regularly monitor children's learning. The owner ensures that this information is analysed to identify areas for further development towards raising the ongoing quality of the nursery.

### Quality of teaching, learning and assessment is good

Parents' views about their children's development are valued and contribute towards the ongoing assessment process. The well-qualified staff observe children closely, considering their individual needs, interests and skills. This enables staff to provide an extensive range of activities that promotes children's interest and motivation to learn. Personalised planning means that staff use various teaching methods to help children make good progress. The owner and staff meet regularly with parents and other professionals to ensure that children's care and learning needs are met. This contributes towards how well disabled children and those with special educational needs receive timely and targeted intervention. The youngest children enjoy listening to stories and rhymes, and sharing books with staff. Older children are encouraged to take part in activities to promote their awareness of literacy and mathematics. Children enjoy exploring various textures and materials. Staff promote children's thinking skills as they positively respond to children's fascinations and curiosity during activities.

### Personal development, behaviour and welfare are good

Staff are caring and responsive in their interactions with children. Staff help them to develop an early understanding of, and respect for, their own and other cultures. Children's behaviour is good. Staff routinely explain the importance of sharing and taking turns. Children demonstrate a developing understanding of how to move safely around the environments. The good range of resources and equipment indoors and outdoors helps to promote children's physical skills. Children enjoy being physically active, particularly in the accessible outdoor environments. Additional funding is used well to ensure that disabled children and those with special educational needs have access to specialist equipment.

### Outcomes for children are good

All children, including those who speak English as an additional language, and disabled children and those with special educational needs, are supported to make good progress. Staff actively encourage children to develop many of the key skills needed to prepare them for the next stage in their learning, including the move to school.

## Setting details

<b>Unique reference number</b>	EY482737
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	995658
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Tiger Tots Nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01514771003

Tiger Tots Eastcroft was registered in 2014. The nursery employs six members of childcare staff. All hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays and a period around Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also supports a number of children who speak English as an additional language, and disabled children and those with special educational needs.

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