

# Tiger Cubs Pre-School

The Tiger Office, 122-122a High Street, Lindfield, Haywards Heath, West Sussex,  
RH16 2HS



<b>Inspection date</b>	20 June 2016
Previous inspection date	21 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 make thorough assessments of children's progress based on ongoing observations of their learning. They use this information well to identify children's next steps in development.
- Parents have great opportunities to find out about their children's learning. For example, they get to see their children's daily activities and receive effective support to continue the learning at home.
- All children make good progress, including those who have special educational needs, who receive a high level of support from their starting points, to close any gaps in their learning. Staff work closely with other professionals to address children's specific needs.
- Children learn how to make healthy lifestyle choices. For example, they engage in activities which help them to develop positive attitudes about eating healthy foods.
- Managers have worked hard to ensure that they meet the notification requirements for Ofsted and show a strong knowledge of legislation. They have responded to their previous inspection with determination and have improved the overall standards.

### It is not yet outstanding because:

- Staff miss opportunities to encourage children to make connections to their early marks so that they learn to write for a purpose.
- Staff do not always give children enough time to reflect on questions so that they learn to develop their own thoughts and express their ideas fully.

## What the setting needs to do to improve further

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

- offer children more opportunities to give meaning to the marks they make, in preparation for their early writing
- consider the delivery and timing of questions, in particular, so children have full opportunity to consider their thoughts in response.

### Inspection activities

- The inspector observed activities inside and discussed the provision for outside play.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability checks and qualifications of staff.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation of an adult-led activity with the pre-school manager.

### Inspector

Kerry Lynn

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff are consistently strong in their understanding of the procedures to follow in the event of a welfare concern about a child. Managers pay high regard to the views of staff, parents and children in their evaluations of practice. They act on all suggestions to improve the outcomes for the children. For example, they have recently considered ways in which all children, regardless of gender, can enjoy the resources available in the role play area. Managers monitor children's progress effectively to ensure all children have equal opportunities. They have developed strategies to encourage boys to participate in more activities that encourage early literacy. Staff receive ongoing support to enhance their teaching practice and to extend their knowledge and qualifications, to benefit the setting. Following a recent course, staff have improved the organisation of the environment to make it work better from a child's perspective.

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

Staff develop a strong knowledge of each individual child and plan activities that appeal to their ideas and specific interests. For example, while children discuss items that start with their chosen letter, staff listen to their ideas to plan activities, such as a party to link with the letter 'P' with 'pink' food. Children learn and develop while they engage in their own play. Staff show good teaching skills; they model and challenge children as they interact. For example, they demonstrate how to roll out long shapes using playdough and challenge children to cut them up into many pieces. Children learn to celebrate differences between people, for example, they have opportunities to meet people in the community, including the elderly. Children learn about other countries and find out about their way of life, such as by tasting different foods.

### Personal development, behaviour and welfare are good

Children feel safe and secure in the setting. They come in happily and move with confidence, while making choices about the activities they participate in. Strong relationships exist between staff and children, and children show that they feel valued and important. Children develop good social skills ready for their future move on to other settings, such as school. For example, they work in groups without adult intervention while building structures to support their imaginative play. Children show independence; they follow the consistent and simple everyday routines with confidence.

### Outcomes for children are good

Children enjoy activities which help them to acquire the skills needed for their future learning. For example, they learn about the sounds that letters make and show enthusiasm for these sessions. They show an understanding of number and they count frequently in their play.

## Setting details

<b>Unique reference number</b>	113789
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	1031482
<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>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Tiger Cubs Pre-School Committee
<b>Registered person unique reference number</b>	RP522473
<b>Date of previous inspection</b>	21 October 2015
<b>Telephone number</b>	07905 099 803

Tiger Cubs Pre-School registered in 1992 and is located in Lindfield, West Sussex. The pre-school is open from Monday to Friday, from 9am to midday, during term times. On Monday, Tuesday and Wednesday, the pre-school is open until 2.30pm and offers an additional one hour lunch session. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. There are six members of staff, of whom five hold relevant qualifications.

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