

Little Tigers Day Nursery

Little Tigers Day Nursery, Ravensthorpe Primary School, Brigstock Court,
PETERBOROUGH, PE3 7NB



Inspection date

Previous inspection date

26 October 2016

6 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The quality of teaching is consistently good. Staff regularly observe the children to find out their learning needs. They use the information gained to effectively plan for the next steps in children's learning.
- Effective tracking of children's progress helps to ensure that any gaps in learning are identified and closed through timely interventions.
- Children learn to behave well. Staff effectively manage children's behaviour, according to their age and stage of development. They encourage children to voice their own wishes and opinions, teaching them positive ways to solve disputes independently.
- Partnerships with parents are strong. The parents are fully involved in their children's learning and development and feel able to contribute to this process. This helps staff to meet the individual needs of the children effectively and has a positive impact on their care.
- Management implements a very good range of policies and procedures, helping to provide a safe and secure environment for children.

It is not yet outstanding because:

- Staff do not make the best use of the outdoor learning environment, particularly for those children who learn best outdoors.
- Occasionally, staff miss opportunities to question children more deeply about their ideas and activities, in order to extend their understanding still further.

What the setting needs to do to improve further

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

- make more effective use of the outdoor play areas in order to support those children who prefer to learn outdoors with the best possible learning opportunities
- develop children's play experiences more consistently to provide them with further challenge.

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 completed a joint observation with the nursery's manager.
- The inspector held a meeting with the nursery's management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Susan Sykes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know the signs and symptoms for concern about children's welfare and how to report them. Rigorous risk assessments are completed by all staff. This helps to keep children safe in the nursery or when they go on walks in the local community. Management accurately evaluates the setting to help identify specific aspects they would like to enhance. They take into account the views of parents to influence changes in the nursery. Supervision meetings are used to identify strengths and weaknesses in staff practice and to set targets for professional development. The management team understands the importance of working together to help those children at risk of delay catch up with their peers. This means groups of children, including those who have special educational needs or disabilities, receive targeted support. Parents report how pleased they are with the nursery and the support it offers them and their children.

Quality of teaching, learning and assessment is good

Staff complete detailed planning to ensure that children's learning opportunities build on the observations they have made. They monitor children's progress closely to identify gaps in their learning so these can be addressed quickly. Staff place high emphasis on building children's language and communication skills. They use key words and toys to help younger children make connections in their learning. For example, toddlers are engrossed in their play as they make toy ducks swim in the water tray. Staff model new words, such as push and splash. Older children's communication skills develop well. They describe their favourite characters and what they can do. This also supports their creative thinking as they develop their story. Children learn to count as they cut up play dough into sections and staff help them to count how many pieces there are.

Personal development, behaviour and welfare are good

Children are happy and settled in the nursery. They quickly build strong and trusting bonds with the adults who care for them. Staff share information with parents and find out about routines children follow at home. This helps staff meet care needs, such as sleep times, so they are consistently followed in the nursery. An effective system is used to support children to move to a new room in the nursery. Staff praise and encourage children in their play. This helps build their self-confidence. Children are learning about the importance of a healthy diet. They benefit from nutritious snacks and meals throughout the day. Children become more independent. For example, younger children serve their own lunches using spoons and forks. This also helps their physical development.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. They are helped to acquire the key skills required for their next stage in learning. Children show strengths in developing skills in forming relationships, being confident communicators and becoming independent decision makers. They are well prepared for their next stage of learning, including the move into school.

Setting details

Unique reference number	EY392716
Local authority	Peterborough
Inspection number	1059839
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	90
Number of children on roll	122
Name of registered person	Little Tigers Ltd
Registered person unique reference number	RP902586
Date of previous inspection	6 December 2012
Telephone number	01733 330 630

Little Tigers Day Nursery was registered in 2009. The nursery employs 27 members of childcare staff. Of these, 23 hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who have special educational needs or disabilities.

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