

Tiger Cubs Community Day Care



Caedmon Primary School, Attlee Road, Middlesbrough, TS6 7NA

Inspection date 19 January 2017
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

- Parent partnerships are a real strength. There are highly successful strategies to support parents with a range of issues. Parents are very complimentary about the level of care and learning their children receive and the wealth of information that is shared.
- The manager and staff have given significant thought to the layout of the playrooms. The rooms are stimulating and resourced with high-quality equipment. Children have access to an exciting outdoor space, direct from the indoor learning environment.
- Partnerships with other professionals are fully in place, particularly to support children who have special educational needs or disabilities. This collaborative working helps to ensure children's emotional well-being and educational needs are very well supported.
- Staff make good use of the systems that are in place to help monitor the progress children make in their learning and development. Observations, assessments and tracking of children's progress are accurate and focused on children's development.
- Children arrive confidently, ready for a fun day of play and learning. Good relationships with key persons help to foster children's sense of self and effectively support their emotional well-being. Outcomes for all children are good.

It is not yet outstanding because:

- Occasionally, some group-time sessions are not as successful in engaging all children fully, so that they are highly challenged and motivated in order to maximise their learning potential.
- The programme for the professional development of staff is not sharply focused on raising the quality of teaching.

What the setting needs to do to improve further

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

- review and adapt the organisation of group activities, so that they effectively help all children to remain fully focused and engaged with the learning taking place
- build on the programme of continuous professional development, so that the quality of teaching is constantly improving.

Inspection activities

- The inspector had a tour of the premises.
- 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 staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with a number of parents during the inspection and took account of their views.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The provider, who is also the manager, is very passionate and has high expectations of staff and children. She leads a team that is well qualified and has a range of experiences working within early years. All staff are supported through supervision sessions and further training. The provider completes a self-evaluation process. Staff, parents and children are encouraged to share their thoughts and feelings about the provision. The provider uses this information to set goals to work towards. Arrangements for safeguarding are effective. Staff have a good understanding of what they need to do if they have concerns about a child's welfare or development. Children's safety is promoted well. The nursery is very well maintained and risk assessments are in place.

Quality of teaching, learning and assessment is good

Overall, staff help children develop their knowledge, skills and confidence to achieve well. Children take the lead in their learning and play experiences. They select which activities they want to explore. Staff use their interactions with children to help extend their discovery and learning. Outside, there is much laughter as children enjoy the challenge of pouring water to make puddles and then jump in them. Staff skilfully use visits from various professionals to extend children's learning, such as a recent visit from the dentist to support dental hygiene. Staff are attentive to children's needs, they help them to explore and then encourage them to talk about and describe the objects they find.

Personal development, behaviour and welfare are good

Children, parents and visitors receive a very warm welcome when they arrive at the nursery. Security features are strong, contributing to children's safety. Staff promote an inclusive environment where all children are valued as unique individuals. This helps them to settle into nursery life and form close bonds with staff. In addition, it ensures that every child has their needs firmly considered. Children's good health and physical development are fostered very well. Many children enjoy being outdoors exploring the stimulating environment. Children become independent in managing some aspects of their personal care routines. Snack times are sociable occasions where children enjoy eating nutritious foods. Staff are very good role models, which has an increased benefit in children displaying good behaviour. Children's confidence and self-esteem are well promoted through consistent praise and positive encouragement.

Outcomes for children are good

Children who are not reaching age-appropriate levels of development on entry are provided with targeted support to help close the gaps. Children are supported to build a secure foundation for their learning. Staff focus on communication and language, physical skills and personal, social and emotional development. Children develop their skills in sharing and learning how to manage their thoughts and feelings. They begin to learn new skills that will help them succeed in their future learning at school. They develop their reading skills as they start to recognise their own name.

Setting details

Unique reference number	EY494335
Local authority	Redcar & Cleveland
Inspection number	1029942
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 3
Total number of places	12
Number of children on roll	30
Name of registered person	Susan Herbert
Registered person unique reference number	RP904470
Date of previous inspection	Not applicable
Telephone number	01642453187

Tiger Cubs Community Day Care was registered in 2015. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8.40am until 11.40am and 12.20pm until 3.20pm. The nursery provides funded early education for two-year-old children. The nursery supports children who have special educational needs or disabilities.

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