

# Tigers At Swindon Day Nursery

1403 Delta Office Park, Welton Road, Swindon, SN5 7XN



## Inspection date

11 December 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

- Leaders have developed effective systems to support staff. For example, staff have regular supervisory and team meetings. Leaders closely observe and monitor staff's teaching practice, making sure they support children's needs well.
- Staff use good systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to support consistent practices throughout the setting. They use funding effectively to ensure any gaps in learning quickly narrow. Children make good progress in their learning.
- Partnerships with parents are strong. Parents have constant access to children's development records and regularly share information with their children's key person.
- Leaders and staff work in effective partnerships with other professionals to support children's care and learning needs, to help them make good progress.
- Children behave well. Staff are caring and are good role models. For example, they help children understand how to take turns, share and be kind and respectful to others. Babies develop close and affectionate relationships with staff and feel secure.

### It is not yet outstanding because:

- On some occasions, staff do not give children time to think and express their views before they answer questions for them or go on to ask other questions.
- Sometimes, staff do not organise routines well enough and children become restless while they wait to go outdoors to engage in meaningful learning experiences.

## What the setting needs to do to improve further

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

- provide children with sufficient time to process their thoughts, to enable them to respond to questions and express their ideas
- review the organisation of some routines to make the most of all opportunities to support all children's learning, particularly those who prefer to learn outdoors.

### Inspection activities

- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff's suitability checks, self-evaluation documents, observations, assessments, planning records, and other documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff's practice and discussed this with the quality assurance manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues. They know the procedures to follow if they have a concern about each other's practice and the process to follow if a child is at risk of harm. Recruitment procedures are effective in checking staff's initial, and ongoing, suitability. Leaders implement rigorous procedures to ensure staff are aware of their roles at the start of their employment. Staff are supported with good opportunities to update their professional expertise. For example, training has helped staff gain a deeper awareness of supporting children who are learning English as an additional language. Staff implement effective risk assessments to provide a comfortable, safe and hygienic environment. They understand how to reduce the spread of infection to maintain children's good health. Leaders review the quality of the provision well, identifying areas for improvement and making action plans, involving the staff and encouraging their input.

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

Staff place a clear focus on supporting children's early literacy skills. For example, they help children learn to link letter names to their sounds. Staff really challenge children to blend letter sounds together to identify simple words, such as 'pen' and 'pin'. Staff actively engage in children's pretend play and introduce them to a wealth of new ideas and vocabulary. They help younger children to develop early mathematical skills. For example, staff engage children in action songs where they learn about number language. Staff offer babies good opportunities to explore different textures using their senses.

### Personal development, behaviour and welfare are good

Children develop high levels of self-esteem through the praise they receive for their achievements. For example, staff suggest to children that they 'applaud themselves' when they have worked well together. Staff support children to develop good independence skills. For example, older children confidently serve themselves at mealtimes. Children have good opportunities to be outdoors and practise their physical skills. They develop a positive awareness of similarities and differences between themselves and others. For instance, they learn about a wide range of cultural festivals.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. Children's early literacy skills are developing well. For example, children form recognisable letters as they develop their early writing skills. They concentrate and listen attentively to staff during story sessions and join in with discussions about their ideas. Younger children learn to share their toys. For instance, they learn to take turns with other children as they take part in simple games.

## Setting details

<b>Unique reference number</b>	EY498318
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1118850
<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, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Tigers At Swindon Limited
<b>Registered person unique reference number</b>	RP903333
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01793877025

Tigers at Swindon Day Nursery registered in 2016. It is based in Swindon. The nursery operates from 7.30am to 6pm from Monday to Friday all year round. The nursery accepts children from the age of three months old. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are nine members of staff working with the children. Of these, five hold a relevant qualification at level 3.

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