

# Tiger Cubs Day Nursery

New Line Learning Academy, Boughton Lane, Maidstone, Kent, ME15 9QL



<b>Inspection date</b>	27 March 2018
Previous inspection date	25 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager is enthusiastic and ambitious. She effectively leads and supports a well-qualified staff team. The manager has clear expectations, which she shares effectively with staff. They work well as a team to maintain the good quality of care.
- Staff are kind, caring and sensitive. They establish secure attachments with children, who seek and enjoy staff interactions throughout the day. This helps children to develop confidence and self-esteem.
- Children enjoy exploring their environment, which is rich with a wide range of motivating and stimulating resources. A well-considered mix of indoor and outside experiences helps to provide children with plenty of opportunities to explore and develop their own ideas. Children make good progress.
- Staff have good relationships with parents. They share information that supports children's learning, development and care needs well. This helps to ensure a consistent approach to meeting children's needs.

### It is not yet outstanding because:

- Sometimes, staff miss opportunities to support the youngest children to benefit and learn further from their already good play experiences.
- Occasionally, staff do not give enough consideration to ways in which they can further support young children's emerging speech and language skills.

## What the setting needs to do to improve further

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

- ensure all staff consistently make the most of their interactions with younger children to further support their development
- focus more precisely on supporting children to develop their speech and language skills even further.

### Inspection activities

- The inspector observed interactions between the staff and children in the inside space and the outside environment.
- The inspector looked at a range of documentation, including the setting's policies and staff records.
- The inspector carried out two joint observations with the manager.
- The inspector gained feedback from parents and children and considered their views.
- The inspector viewed a range of developmental records and spoke to key staff about children's progression.

### Inspector

Amanda Vidler

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors staff practice effectively. She supports staff to reflect on their skills and consider how to develop these further. Staff attend training opportunities that help them implement positive changes to practice. For example, staff used knowledge and ideas gained from training to make changes to the environment. They created different spaces to help create a calmer environment for children to explore. The manager works closely with staff to evaluate the running of the nursery. They consider the views of parents to help further develop the provision. Safeguarding is effective. The manager ensures all staff have a good understanding of their role in protecting children. Staff know the children well and are confident in recognising any areas that may cause them concern, such as changes to children's behaviour. They clearly understand the relevant procedures to follow in regards to safeguarding

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

Overall, staff are good teachers. They have accurate expectations for children's progression. They regularly observe children in their play, which helps them to recognise children's achievements. The manager works closely with staff to monitor children's development and quickly recognises any gaps in children's learning. Staff provide exciting and challenging experiences to support children's development further. For example, pre-school children show excitement and curiosity as they participate in simple experiments. Using their developing physical skills they use pipettes to drop food colouring into cups of foam and water to create 'rain'. Staff continually asks simple questions that encourage the children to think and talk about what has happened. Young children use their developing mathematical skills and trial and error when pouring sand through different sizes of funnels.

### Personal development, behaviour and welfare are good

Children enjoy their time at the nursery and play cooperatively with their friends. For example, children work together well. They chat to each other as they help tidy up toys and carry the trays to put these away. Staff are skilled at offering advice and using simple experiences to help children to consider how to manage their own and others' behaviour and safety. For example, children are involved in taking on 'important jobs' such as helping to risk assess the outside area. Staff support children's health and personal care effectively. For instance, from a young age children learn to recognise and manage their own self-care, such as nose wiping. Older children display confidence as they put on their own coats and show pride and enjoy sharing their achievements.

### Outcomes for children are good

Children progress well in relation to their starting points. They are keen learners who develop and practise life skills. For example, babies start to hold spoons and show developing skills as they participate in feeding themselves. Older children persevere and show good coordination as they use knives to cut up fruit for snack. These independence skills help to prepare them for their next stage in learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY411555
<b>Local authority</b>	Kent
<b>Inspection number</b>	1085921
<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>	37
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Future Schools Trust
<b>Registered person unique reference number</b>	RP529747
<b>Date of previous inspection</b>	25 February 2015
<b>Telephone number</b>	01622 743286

Tiger Cubs Day Nursery registered in 2010. It operates from New Line Learning Academy, in Maidstone, Kent. The nursery is open each weekday from 7.30am to 6pm, for 40 weeks of the year. The provider employs 11 members of staff, all of whom hold appropriate early years qualifications at level 2 or above, including the manager who holds a relevant qualification at level 3. The provider is in receipt of funding for the provision of free early years education to children aged two, three and four years.

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