

Tiggers Nursery School

87 Putney Bridge Road, Putney, London, SW15 2PA



Inspection date

20 March 2018

Previous inspection date

11 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Assessments of children's learning are not precise enough. Staff do not know enough about the progress check required for children aged between two and three years. This means that children are not provided with enough individual challenge to make good progress in their learning.
- The effectiveness of staff practice and its impact on children's learning are not yet monitored well enough to raise the quality of teaching and improve outcomes for children.
- Occasionally, activities are directed too much by staff and at times this limits children's opportunities to freely explore, investigate and develop their own creative ideas.
- Although staff have developed positive relationships with parents, they do not always provide them with enough relevant information about how they can support and continue their children's individual next steps at home.

It has the following strengths

- Children have strong attachments to the staff, who are caring and attentive to their needs.
- Children gain a sense of independence through the accessible environment and tasks that encourage them to do things for themselves.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure that staff observe and assess children's learning accurately, to consistently identify where children are in their development and plan precisely for the next steps in their individual learning so that they make good progress | 03/04/2018 |
| <ul style="list-style-type: none"> ■ review children's progress when they are between the age of two and three years, and provide parents with a short written summary, highlighting children's achievements and any areas where their development is less than typical. | 03/04/2018 |

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

- provide more opportunities for children to freely explore, investigate and express their own creative ideas
- extend the information provided to parents to help them guide and support their children's individual next steps at home
- strengthen systems for monitoring staff performance and supporting their ongoing professional development, to help promote consistently good teaching and learning.

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

Inspector
Tina Garner

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager meets regularly with staff to have discussions regarding areas of their practice. However, systems for monitoring staff performance and promoting their ongoing professional development are not focussed enough to provide consistency in the quality of teaching across the setting. Safeguarding is effective. All staff are secure in their knowledge of the safeguarding policies and know what to do should they have a concern. Children's safety is considered well throughout the nursery school. Staff supervise children effectively and staff-to-child ratios meet requirements appropriately. Staff assess risks thoroughly to ensure areas used by children are well maintained, safe and secure. The manager evaluates some aspects of the nursery school provision and uses parents' feedback to make improvements. However, staff do not always provide enough information support to parents to guide their child's next steps at home.

Quality of teaching, learning and assessment requires improvement

Staff do not assess children's progress well enough and they do not carry out the progress check for children aged between two and three years. Consequently, planned activities are not always well matched to children's abilities or precisely focused so that any gaps in learning close rapidly. Nevertheless, children enjoy their time at nursery school. They enjoy freely chosen activities and make new friends. Staff support children to develop their mathematical skills and encourage them to count as part of daily routines and activities. Staff provide good opportunities for children to develop writing and reading skills. Staff play alongside the children and engage in meaningful conversations with them. They talk to children and introduce new words, which supports children to develop their early communication skills. Sometimes, children do not have enough opportunities to explore and develop their play.

Personal development, behaviour and welfare are good

Children are happy and settled. Staff know their care needs and meet them well. Children arrive full of enthusiasm and are ready to learn. Staff provide an inviting learning environment and a range of well-organised activities. Good hygiene practices are in place and staff support children effectively to manage their self-care during routines. They encourage children to be independent. This builds children's confidence and self-esteem, and helps prepare them emotionally for school. Children enjoy being active outdoors.

Outcomes for children require improvement

Inconsistencies in teaching means not all children make consistently good or better progress in their learning. Nevertheless, children understand what is expected of them and are learning to take responsibility. They listen well at group times and participate in a range of safety related play, including handling tools. Children enjoy looking at books. They draw pictures and attempt to add their own names to their work.

Setting details

Unique reference number	123115
Local authority	Wandsworth
Inspection number	1126797
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	2 - 4
Total number of places	40
Number of children on roll	48
Name of registered person	Natasha Green
Registered person unique reference number	RP906757
Date of previous inspection	11 November 2015
Telephone number	020 8874 4668

Tiggers Nursery School registered in 1996. The nursery school employs six members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3, including the manager who has a degree in early years special educational needs. The nursery school opens each weekday from 9am to midday, and from midday to 3pm, except on Fridays when it is open from 9am to midday, during term time only. The nursery school provides funded early education for two-, three- and four-year-old children.

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