

Tiger-Tots Pre-School

Guthlaxton Community College, Station Road, Wigston Magna, Leicestershire, LE18 2DS



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| Inspection date | 16 April 2018 |
| Previous inspection date | 23 June 2014 |

| 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

- Leaders, managers and staff are ambitious and drive continual improvement. As part of their self-evaluation, managers track the learning of different groups of children. They use the information well to improve the quality of teaching and outcomes for children.
- Children particularly enjoy exploring the vibrant and stimulating garden. Staff build upon children's natural curiosities and fascination for the world around them. As a result, while outdoors, children are extremely motivated and become engrossed in their learning.
- Staff are good role models. They help children to understand the expectations for good behaviour. Children are respectful, listen to each other and behave very well.
- Parents speak highly of this friendly pre-school. They state that managers and staff go out of their way to support the family as a whole. They comment on the good progress children make in their learning, especially their speaking skills.

It is not yet outstanding because:

- Staff sometimes intervene too quickly and give children their own suggestions before encouraging children to think for themselves. As a result, children are not fully challenged to make the best progress they are capable of in their learning.
- Staff do not consistently share information about children's learning with childminders and nursery school teachers, when children attend more than one setting. This does not make sure children are provided with a consistent approach to their learning.

What the setting needs to do to improve further

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

- create more opportunities for children to think for themselves, and consider and share their own ideas
- extend the two-way communication with other settings, such as nurseries and childminders, to share children's learning and to make sure children are provided with a consistent approach to their learning.

Inspection activities

- The inspector observed the quality of teaching in the pre-school during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with one of the managers.
- The inspector held meetings with the managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff attend training to update their knowledge of child protection issues. They understand their duty to help prevent children from being drawn into situations which may put them at significant risk of harm. For example, children's attendance and development is monitored effectively. Managers and staff carry out thorough risk assessments. They make sure children are safe when playing indoors and outdoors. Recruitment and vetting is robust. Managers complete rigorous and ongoing checks to help make sure staff are suitable to care for children. Staff benefit from regular supervision and support from managers. They discuss their professional development needs and are learning to reflect upon their practice.

Quality of teaching, learning and assessment is good

Staff are well qualified. They observe, assess and identify gaps in children's learning successfully. Staff share children's learning with parents. They make sure support is obtained from other agencies, such as health visitors, to help close those gaps quickly. Staff interact very well with children. They use available resources to extend children's play. For example, staff give children pencils and clipboards to make meaningful marks. Children water plants in the garden using spray bottles. Children develop their literacy skills and gain an understanding of the natural world. Staff promote children's language well, including those who speak English as an additional language. They give children lots of praise for their achievements. This encourages children to have a go and to persevere in their learning.

Personal development, behaviour and welfare are good

Children are happy and thrive in this welcoming and stimulating pre-school. They follow the daily routine with confidence. Children show they feel safe and secure as they engage with visitors to the pre-school. The key-person system is effective. Children develop strong bonds with staff and settle quickly. Children are learning to manage their self-care skills independently. For example, they wash their hands before mealtimes and select items to eat for their snack. Staff teach children about the wider world. For example, children learn about differences in cultures and beliefs while playing with a mixture of puppets that represent different people. Children have lots of opportunities to play outdoors in the fresh air. They develop their physical skills while balancing on beams and when mixing dirt and bark with water.

Outcomes for children are good

Children make at least good progress in their learning. They are well prepared for the next steps in their learning and their eventual move on to school. Children are independent. They enjoy taking responsibility for small tasks, such as caring for plants and feeding chickens in the garden. Children develop their skills for technology as they use magnifying glasses to seek insects under logs. They use descriptive language to share what they see. For example, children exclaim that a slug is soft like a strawberry. Children concentrate well as they copy letters of the alphabet. They count items in their play and enjoy emptying and filling containers in the sand.

Setting details

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| Unique reference number | 226353 |
| Local authority | Leicestershire |
| Inspection number | 1101803 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 46 |
| Name of registered person | Guthlaxton College |
| Registered person unique reference number | RP517253 |
| Date of previous inspection | 23 June 2014 |
| Telephone number | 0116 288 1611 X 125 |

Tiger-Tots Pre-School opened in 1978. The pre-school is open Monday to Friday during school term times from 8am until 4pm. The pre-school employs six members of childcare staff. Of these, four staff hold appropriate years qualifications at level 3. One staff member has a level 2 qualification. The manager holds early years professional status. The pre-school provides funded early education for two-, three- and four-year-old children.

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