

# Tigers Day Nursery

Henwick Court, Turnpike Road, Thatcham, Berkshire RG18 3QY



<b>Inspection date</b>	6 November 2018
Previous inspection date	12 January 2016

<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 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

### The provision is good

- Staff provide a very warm and nurturing learning environment where children and babies make caring relationships with them. This supports children's emotional well-being effectively. Children are happy, display good levels of confidence and are keen to explore the stimulating environment.
- The enthusiastic manager and staff monitor information about children's achievements well to identify and address any gaps in learning for individuals or groups of children. All children make good progress in their learning.
- The attentive staff are positive role models. They are kind and gentle when speaking and give clear instructions to children. The children's behaviour is very good. They know what is expected of them and respond well to the staff's continual encouragement.
- Staff have strong partnerships with parents. They regularly share information about children's learning and development. Children benefit from consistent experiences at home and in nursery, such as when they take home 'travelling toys and activities'.
- Dedicated leaders support the manager and staff effectively. They continually make improvements to the nursery, and all recommendations from the last inspection are met. For example, staff have undertaken training to refine their skills to improve outcomes for children in mathematics and creative thinking.

### It is not yet outstanding because:

- Occasionally, staff do not use consistent messages to help children, particularly those aged under three years, to improve their understanding of good health even further.
- At times, staff working with mixed abilities of children do not make the best of their questioning techniques, to challenge and extend all children's thinking skills to higher levels.

## What the setting needs to do to improve further

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

- extend all children's understanding of healthy eating and hygiene practices
- strengthen staff's questioning techniques to encourage all children to express their thoughts and ideas to extend their learning even further.

### Inspection activities

- The inspector observed activities and staff's interactions with children playing and learning indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the quality manager.
- The inspector reviewed a range of documentation, including samples of policies and procedures, children's records, evidence of staff's suitability, and future development plans.
- The inspector spoke with children, parents and staff at appropriate times and took account of their views.
- The inspector held discussions with the nursery manager, the quality manager, the operations director and the provider.

### Inspector

Jan Harvey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders follow safe recruitment practices when employing staff and effective induction procedures help ensure the ongoing suitability of staff. The manager and staff are vigilant and know the appropriate action to take if they are worried about a child's welfare. Staff have established good links with other settings children attend, to help support continuity in children's care and learning. Leaders are passionate that all staff continue their professional development and share best practice to continue improving the quality of teaching. For example, staff training for a qualification at level 3 are always positioned with an experienced room leader to demonstrate the high expectations of leaders.

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

Staff provide a wide variety of resources and activities, indoors and outdoors, to encourage children to experiment and create. For instance, older children make crowns decorated with twigs and leaves, and younger children use paint, fingers and brushes to make swirls and patterns. Children show good thinking, imagination and language skills. For example, when asked how they will cook their pretend pancake in a frying pan, children explained they had made a fire in the cupboard underneath to make it hot. Younger children learn to count, recognise colours and compare sizes as they explore stacking cups and use programmable toys. Staff offer praise and encouragement as children try new things and children are keen to keep trying. For instance, staff working with younger children demonstrate how to use crayons to make marks and praise every attempt. Staff congratulate older children for persevering with scissors as they try and cut dough into small pieces.

### Personal development, behaviour and welfare are good

Staff provide children and babies with daily opportunities for fresh air and exercise in an exciting outdoor environment. Children walk to the wild garden, where they have opportunities to play football, climb on timber frames and learn to use the tree swing. Staff allow children to take some risks so that they develop their confidence and physical skills, and learn to manage their own safety. For example, children know why they must not push other children on the swing or point their sticks at anyone, to keep everyone safe. Children explore the mud kitchen and discover insects, and staff enhance their social skills by encouraging them to share their discoveries with others. Fresh water is readily available throughout the day so that children can independently help themselves when they are thirsty.

### Outcomes for children are good

Children gain the key skills needed in readiness for school. They are confident, sociable and considerate. The emphasis given on developing speaking and listening skills, for instance, in groups in the sensory room along with dance and French lessons, helps children to gain confidence to talk and listen in groups. Children increase their mathematical skills. Older children use simple addition and subtraction, while younger children count, match and compare objects. They begin to recognise the sounds that letters represent as they look for their names on table mats for meals.

## Setting details

<b>Unique reference number</b>	110634
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10066585
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	160
<b>Number of children on roll</b>	225
<b>Name of registered person</b>	Tigers Day Nursery Limited
<b>Registered person unique reference number</b>	RP900909
<b>Date of previous inspection</b>	12 January 2016
<b>Telephone number</b>	01635 528857

Tigers Day Nursery registered in 1994 and is open from 7.45am until 6.15pm, all year round, except for bank holidays and a week at Christmas. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. There are 42 members of staff. Of these, two hold a relevant childcare qualification at level 4, 24 hold a childcare qualification at level 3 and 12 hold a qualification at level 2. The manager holds a relevant childcare qualification at level 5.

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