

# Inspection of Tigercubs Community Day Care

6 Derwentwater Road, Middlesbrough TS6 7PY

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Inspection date: 16 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are enthusiastic on arrival and are clearly happy to attend. They form warm and secure relationships with their key person and other staff at the setting. This has a positive impact on children's emotional well-being. Children behave well. Staff boost children's self-confidence effectively. For example, they praise them for their efforts, achievements and positive behaviour, such as turn taking. Staff talk to all children during everyday care routines and activities as they play. Staff foster children's skills in early mathematics well. For example, they encourage them to count how many scoops of water they add to the gingerbread mixture. Children describe the size of the spoon as 'big'. Children show enjoyment of books and the stories read to them by staff. While reading, staff enthusiastically use a selection of tones, lowering and increasing their volume, creating anticipation and excitement. Staff have a good understanding of how children learn and develop. For example, they encourage children to self-register and find their own name card and attach it to the small artificial tree. This helps to develop children's independence and literacy skills.

### What does the early years setting do well and what does it need to do better?

- Staff develop positive relationships with parents and other early years providers. They also have effective partnerships with the local authority advisers, including those who support children with special educational needs and/or disabilities. This helps the management team to evaluate and build upon its practice and to make sure that outcomes for all children are good. Parents are very complimentary about the setting.
- Staff sensitively help children to develop good relationships and behave well. They talk to children about what is happening next and ensure they know what is expected of them. Staff thoughtfully help young children to share, take turns and to be kind and helpful. Children develop an awareness of how people live and their local community. For instance, they create Christmas pictures and cards which they present to the neighbouring businesses and residents of the local care home.
- Staff understand what children know and can do and have good expectations of what they can achieve. They observe children, assess the progress they make and identify appropriate next steps in learning. However, at times, staff do not ensure that the planning of adult-led activities gives younger children the best possible learning opportunities. On these occasions, not all children are fully challenged and highly engaged in the activity.
- Managers and staff make good use of additional funding to successfully support individual children's learning. For example, they have purchased resources that help to promote children's communication and language skills. Children across the age groups make good progress.

- Staff support children's developing communication skills well, overall. They engage children in conversation and speak clearly and slowly. Children join in with favourite action songs and repeat phrases as staff read a story aloud. That said, some staff occasionally ask children lots of questions in quick succession. This means that children are not left with enough time to respond with their own ideas and thoughts.
- Staff provide good opportunities that help develop children's physical skills. For example, children use small-muscle control and develop focus and concentration as they use tongs to pick up food during snack time. Children relish their time outdoors. They play an energetic game of 'What time is it Mr Wolf?', kick balls and skilfully manoeuvre push-along toys.
- The managers and staff show a strong commitment to keeping children safe and secure. They are particularly mindful to deploy themselves flexibly to help to ensure children benefit from good levels of direct support and attention at all times.
- The manager regularly evaluates staff practice. She ensures that staff are able to access training opportunities to help enhance their knowledge and skills. This includes opportunities to work towards additional qualifications. All staff are trained in paediatric first aid and have up-to-date safeguarding training. Regular team meetings are held to discuss the progress of the setting, the children and any steps needed to make continuous improvements.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Recruitment, selection and induction procedures meet requirements. The provider ensures that all necessary staff suitability checks are completed initially, and regular checks ensure their ongoing suitability. Staff are knowledgeable about the setting's procedures and the local referral procedures to follow if they are concerned about a child. They know what to do should they have concerns about the conduct of a colleague. Staff work closely with other professionals and agencies to safeguard children and promote their welfare.

## What does the setting need to do to improve?

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

- build on the strategies used during adult-led activities so that younger children have further opportunities to be highly challenged and engaged in their learning
- give young children more time to think and put their thoughts into words while talking with them.

## Setting details

<b>Unique reference number</b>	2531090
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10133573
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 3
<b>Total number of places</b>	16
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Herbert, Susan
<b>Registered person unique reference number</b>	RP904470
<b>Telephone number</b>	07591705357
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tigercubs Community Day Care registered in 2019. The setting employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 4, two at level 3 and two at level 2. The setting opens from Monday to Friday term time only. Sessions are from 8.45am until 11.45am, and from 12.15pm until 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

## Inspection activities

- The inspector completed a learning walk with the deputy manager and discussed how the curriculum and setting is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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