

Inspection of Tigers At Swindon Day Nursery

1403 Delta Office Park, Welton Road, SWINDON SN5 7XN

Inspection date:

21 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show that they feel safe and secure in the nursery. They form positive relationships with staff and are confident to ask for help and to invite them into their play. Children know they can seek out staff for reassurance, particularly the younger children. Staff respond well to the children, recognising when they are tired and need a cuddle to go to sleep.

Children are keen to explore the activities and, overall, they are motivated to learn. Young children are eager to explore paint, make marks on paper with pens and persevere when taking the lid off the pen. At times, staff do not focus their planning on helping children progress through the areas of learning. For example, staff encourage the youngest children to learn about 'big and small', and this does not engage their interests as it is not pitched at the right level. Older children are taught about letters but lose interest as they wish to make cakes with the play dough. When staff introduce letter sounds, they do not pronounce them correctly as they have not received training, which does not help children in readiness for school. Staff interact well with the children overall, but do not make the most of stories, songs and rhymes to widen and extend their vocabulary.

Staff have adapted to the COVID-19 (coronavirus) pandemic when working in partnership with parents. During lockdown, staff checked on the children's welfare and sent activities home for parents to complete with them. Staff regularly communicate with parents during drop-off and pick-up time outside the nursery. Parents report the online application to be a useful tool for informing them about what their children have been doing throughout the day.

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

- Children behave well and learn to share and take turns. Staff are good role models and help children understand the consequences of their actions. Staff know when children need some time to vent their frustrations, and enable them to do so in a safe and caring environment.
- Leaders use additional funding to support vulnerable children and those with special educational needs and/or disabilities well overall. However, although children receive one-to-one support, their targets and plans are not always shared well with the other staff caring for them. This means the support they receive is not consistent to help them catch up more quickly, and staff do not always focus on the most important skills children need to learn. Therefore, some funded children are not as well prepared for school as they could be.
- Leaders have had some challenges due to the COVID-19 pandemic and have had to start again with a new and inexperienced staff team. They have put action plans in place to improve practice and are devising training plans, but

these are not yet fully embedded.

- Leaders can talk about their curriculum and what they want children to learn. However, this is not consistently planned for in practice. Staff do not always plan precisely to help children progress through the areas of learning, and some next steps are too challenging and do not focus on their progression. For example, some children are encouraged to write their names before they are fully confident to hold a pencil correctly. Therefore, children do not make the best possible progress in their learning.
- Children enjoy regular fresh air and exercise and develop good physical skills. Outdoors, older children confidently run around playing football and riding on balance bikes. Staff model and help children learn new skills, such as how to stop the football with their foot before kicking it back to their friends. Children show that they feel proud when demonstrating these newly learned skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection and wider safeguarding issues. They know the procedures to follow if concerned about a child's welfare or the behaviour of a colleague. Staff know they can go to external agencies if their concerns are not addressed internally. Staff and leaders monitor those children who are vulnerable and check on their well-being. Children learn how to stay safe in the nursery. Staff create a safe environment and have put extra health and safety procedures in place due to COVID-19.

What does the setting need to do to improve?

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

	Due date
ensure staff plan consistently to help children's progression through the areas of learning, to enable them make the best possible progress	24/08/2021
ensure staff have the required knowledge and skills to deliver a consistently high-quality programme for communication and language	24/08/2021

ensure that targets and plans for all children, including those receiving additional funding, are shared with all key staff so that they are consistently implemented and children gain the skills they need in readiness for school.	24/08/2021
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Setting details

Unique reference number	EY498318
Local authority	Swindon
Inspection number	10198193
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	68
Name of registered person	Tigers At Swindon Limited
Registered person unique reference number	RP903333
Telephone number	01793877025
Date of previous inspection	11 December 2017

Information about this early years setting

Tigers At Swindon Day Nursery registered in 2016 and is based in Swindon. The nursery operates from 7.45am to 6.15pm Monday to Friday all year round. It accepts children from the age of three months. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 12 members of staff working with the children. Of these, six hold a relevant qualification at level 3 and three hold a relevant qualification at level 2.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The deputy manager took the inspector on a tour of the nursery and spoke to her about the curriculum intent.
- The deputy manager and the inspector carried out a joint observation of an activity and evaluated the impact of this on children's learning. They discussed the leadership and management of the nursery with the provider present.
- Children spoke to the inspector and told her what they enjoyed about coming to nursery. The inspector spoke to parents to gain their views of the nursery.
- The inspector viewed some documentation, including staff recruitment, suitability checks, safeguarding information, first-aid certificates and staff qualifications.
- The inspector observed staff's interactions with the children, indoors and outdoors, and spoke to staff at appropriate times throughout the inspection.

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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