

Inspection of Tiger Tots Community Day Care

Grangetown Youth And Community Centre, Grange Farm Road, Middlesbrough TS6 7HP

Inspection date: 1 April 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Staff have high hopes for all children to achieve to their full potential and to develop a love of learning. They are nurturing to children and care for them in a well-resourced environment. Children separate from their parents with ease. They hurry into the nursery, eagerly removing their coats and quickly hanging up their bags. Children are keen for their learning to begin. Staff ensure that children's favourite resources are immediately available. This attention to detail helps children to feel safe and secure from the very start of their day.

Children are enthusiastic and animated learners. They relish showing their knowledge of caring for living things. Children talk confidently about growing plants. They describe how they put seeds and compost into small containers. Children excitedly use their arms as they describe how they pour water on seeds to help them grow. They explain the plants are put near the windows for the sun to keep them warm. The pride which children have in their achievements is evident through their body language and facial expressions. Staff have adapted daily routines in view of the COVID-19 pandemic. They have altered drop off and collection arrangements, so that parents no longer come into the nursery. Parents and staff comment on the positive impact this has had on children's developing independence skills.

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

- Staff use discussions with parents and their detailed knowledge of every child to plan for the next steps in children's learning. They understand that children come to nursery with different levels of development. Staff help children to develop the skills they need for future learning. While staff do engage well with children, they need to be more consistent and re-engage children in their play to further develop children's concentration skills.
- Staff know children very well. They recognise how children are feeling and the impact this can have on children's emotional well-being. For example, staff instinctively recognise when children are feeling upset. They cuddle children, and use comforting words to reassure children that they are secure and are valued.
- Children display high levels of confidence and problem-solving skills for their young ages. For example, they transport brick towers which they have built to another part of the nursery. Children watch with interest as towers wobble as they are lifted. Staff understand to stand back as children recognise that putting the towers onto a solid base makes carrying easier.
- Staff's professional development is given a high priority. The impact of recent communication and language training is evident in staff's confidence at supporting children's developing communication skills. For example, staff know

to speak slowly and to give children sufficient time to respond. They actively link movements to words. Staff stretch up high when describing a giraffe and reach their arms out wide when talking about an elephant.

- Staff help to foster children's love of books through the enthusiasm they give to stories. For example, children shout with delight as they anticipate which animal is behind the card in the 'Dear Zoo' story. Children know with certainty when they take books to staff they will be read.
- Support for looked after children and children with special educational needs and/or disabilities is a key feature of the nursery. Staff work in close partnership with a wide range of other professionals to ensure that children and families get the support they need. Consequently, all children are included in the nursery very well.
- Parents speak positively about the care their children receive. They feel that their children's needs are met and that they progress well in their learning. Parents appreciate the opportunity to borrow books and resources to support children's continued learning at home.
- Overall, children's behaviour is good. Children learn to be kind and share resources with others during play. However, at times, children become restless, as staff do not consider how daily routines, such as mealtimes, can be used to extend and consolidate children's learning.
- Children delight at playing outside in the snowy weather. They hold their hands out to catch snowflakes. Staff encourage children to experience the natural world as they watch the snow melt and feel the water drip through their fingers. Children clap their hands together in delight before catching more snow. They join together as a group to look at their fingers, giggling with pleasure and delighting in the sensation of the snow melting.

Safeguarding

The arrangements for safeguarding are effective.

The manager has safe recruitment procedures in place to ensure that staff are suitable to work with children. Staff are clear about their roles and responsibilities to protect children. They have a secure understanding of child protection policies and procedures, and know the possible signs that a child may be at risk from harm. Staff keep their training up to date with current guidance, legislation and broader aspects of safeguarding. Staff deploy themselves effectively to ensure that children are closely supervised, and supported in their care and learning. The premises are safe and secure. The manager completes thorough risk assessments to minimise hazards to children.

What does the setting need to do to improve?

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

- extend and develop children's learning more consistently during daily routines
- encourage children to be more involved in activities to further develop their concentration skills.

Setting details

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| Unique reference number | EY487678 |
| Local authority | Redcar and Cleveland |
| Inspection number | 10218453 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 3 |
| Total number of places | 20 |
| Number of children on roll | 30 |
| Name of registered person | Herbert, Susan |
| Registered person unique reference number | RP904470 |
| Telephone number | 07591705357 |
| Date of previous inspection | 7 September 2016 |

Information about this early years setting

Tiger Tots Community Day Care registered in 2015. The nursery employs five members of childcare staff. Of these, one member of staff holds a qualification at level 6, one member of staff at level 5 and three staff hold appropriate early years qualifications at level 3. The nursery opens during term time from 8.30am until 3pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- Evidence of staff's qualifications and the suitability of all those working in the setting was checked by the inspector.
- The inspector spoke to parents and grandparents 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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