

# Inspection of Tigers At Swindon Day Nursery

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

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Inspection date: 16 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are happy and settle quickly when they arrive at nursery. They confidently leave their parents as they are greeted by the friendly and cheerful staff. Children form secure relationships with the adults caring for them, and all staff know the children well. Leaders implement a curriculum that supports children to learn using their interests, and staff knowledge of what they need to learn next. Children are curious and keen to learn. They eagerly take part in activities that staff provide for them. Younger children excitedly explore playing with different textures, and older children enjoy making their own characters out of vegetables. They use their imaginations and giggle as they use different vegetables to add features such as a moustache and a hat.

All children behave well. Staff set clear expectations so that children know what is expected of them. Staff implement rules and boundaries, helping children to learn how to manage their behaviour appropriately. For instance, as older children wait to start activities, staff remind them of the risks, helping them to understand how to use tools in a safe way. Children are kind and considerate of their peers. They remind each other to be careful as they use tools. Staff support children to learn to manage their own feelings and emotions appropriately. Children confidently talk about what makes them feel certain emotions and comment on how they like to be happy.

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

- Since the last inspection, leaders and the manager have worked hard to raise the quality of the service being provided. They have high ambitions for what they want the children to learn and achieve. Leaders and the manager have provided staff with additional guidance and training. They have worked closely with other professionals to ensure that children receive effective support to help them to make good progress. Staff say that they are well supported in their roles.
- Key-person systems are effective. Staff work closely with parents to ensure that they get to know the children and their families well. Staff gather information from parents that helps them to understand children's routines, interests and learning needs. Children are well supported by all staff.
- Staff use effective methods for assessment and planning, to ensure children are making good progress in their learning. There are good procedures in place to support children with special educational needs and/or disabilities. Staff work closely with other professionals and parents to target help effectively. Leaders ensure that additional funding is used well to provide appropriate support for children and their families.
- Partnerships with parents are strong and well developed. Parents report that

their children are happy and enjoy attending the nursery. The manager and staff support parents to help their children with transitions. For instance, they share information about helping children to be independent and ready for starting school. Parents talk positively about recent events where they have been on outings with the staff and children.

- Staff promote children's communication and language development well. Even the youngest children are confident at communicating their needs. Babies babble and join in with songs and stories, and older children talk to their friends as they play imaginary games together.
- Staff provide a wide range of interesting and exciting activities for children to take part in, and children are motivated to be involved. However, at times, staff working with the younger children do not provide them with opportunities to be creative. Craft activities are often templates and leave little room for children to learn to express themselves and use their own ideas.
- Staff have clear routines for children so that they know what is expected of them. However, staff do not consistently consider how to organise sessions so that all children can focus and be involved. At times, children sit for too long and they struggle to focus and listen during group times.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, managers and staff have a good understanding of their responsibilities to keep children safe. Leaders follow good procedures to check and monitor the suitability of staff. Staff have a good understanding of the indicators that might suggest a child is at risk of harm, and they know the procedures to follow to report and act on any concerns that they have. The manager and staff follow good procedures to monitor children's welfare.

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

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

- review the organisation of group times so that children are ready and able to focus and be involved
- provide younger children with more opportunities to be creative during craft activities.

## Setting details

<b>Unique reference number</b>	EY498318
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10201591
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Tigers At Swindon Limited
<b>Registered person unique reference number</b>	RP903333
<b>Telephone number</b>	01793877025
<b>Date of previous inspection</b>	21 June 2021

## 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 11 members of staff working with the children. Of these, seven hold a relevant qualification at level 3 and two hold a relevant qualification at level 2.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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