

# Inspection of Tiger Cubs Day Nursery

New Line Learning Academy, Boughton Lane, MAIDSTONE, Kent ME15 9QL

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Inspection date: 19 June 2023

## **Overall effectiveness**

## **Requires improvement**

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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**

The provider is new to post and is realistic in her assessments of the provision. The setting has recently been through many staff changes, causing a slightly unsettling time. This has contributed to some breaches of a requirement, although these do not have a significant impact on children's well-being and learning. The provider failed to notify Ofsted within the required timescales of changes to those personnel new to the trust and of a new manager. This is an offence. However, on this occasion, Ofsted will not be taking any further action.

Children enjoy the outdoors daily. For example, staff caring for babies take them on walks in the immediate community. This enables babies to get fresh air and to have a rest or sleep if the wish. Babies enjoy the closeness of cuddles with familiar staff. They build strong bonds with staff and seek reassurance and security from them, which staff give readily. Toddlers enjoy singing sessions with staff and try desperately to join in the actions to songs such as 'Sleeping Bunnies'. They jump when it is time to pretend to wake up, and staff actively support the younger children by holding their hands. Staff are on hand to help children manage their feelings and resolve minor conflicts. They enable pre-school children to learn that it is their friend's turn to use the resources and they distract them to another activity. This supports children's awareness of sharing and of the needs of others.

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

- The provider supports room leaders to plan effectively for the curriculum. However, there are a high number of temporary staff. The nursery staff do not readily share what they want children to learn from activities with these temporary staff. This means that although learning takes place, this is sometimes incidental and the implementation of the curriculum is not always effective.
- Staff understand what children know and need to learn next. However, due to current staffing concerns, staff have large numbers of key children, which is overly burdensome. This also hinders them in sharing children's next steps in learning with temporary staff. This means that these staff do not know how to target their support for children's learning needs during their interactions.
- Key persons know the children well and understand their levels of development. They recognise the importance of monitoring children's developmental progress to identify any emerging gaps in learning. This enables them to highlight, monitor and support children with special educational needs and/or disabilities promptly.
- Babies enjoy story times with staff, helping to choose the book and to turn the cardboard pages. They point to aspects that interest them on the colourful pages, which staff talk to them about. This increases children's enjoyment of

books and develops their speaking and listening skills.

- Toddlers develop their small muscles well and begin to learn the skills they need to use single-handed tools. They use a table knife to cut their fruit at snack time and exclaim, 'I've done it'. Staff offer words of praise and celebration, building children's sense of achievement and confidence. Toddlers begin to use language to describe an apple, such as 'core', 'seeds' and 'stalk'. This increases children's vocabulary and understanding.
- Pre-school children understand the importance of being safe in the sun. For example, they remind their friends to wear a sun hat as otherwise they might get a headache from the sun. They tell them that without sun cream, they may get sunburn. This supports children's skills for the future.
- The provider follows safer recruitment procedures to ensure that staff are suitable. This includes required suitability checks for temporary staff. However, the provider does not always ensure that temporary staff are aware of their roles and responsibilities when interacting with children. This limits their ability to support children in their play and learning to make greater developmental progress.
- Staff show a clear awareness of children's home lives and family make-up. For example, they talk with them about going to play rugby at the weekend and who went with them, including their family members. This supports children's awareness of the flow of a conversation, while supporting their memory recall skills.
- Staff foster effective partnerships with parents. Parents speak highly of the ways in which staff communicate with them, including through daily feedback and the online system. Parents commend the communication during the COVID-19 pandemic. For example, they commented that staff shared suggestions for activities for children to complete at home to support their learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear knowledge of child protection issues, including differing cultural practices and aspects such as domestic violence. They understand their roles and responsibilities in keeping children safe and know how to refer any concerns that they may have about children or adults. The provider completes daily risk assessments of the nursery environment and staff minimise hazards during the day. Children learn to take risks in safe surroundings. They acquire the skills to manoeuvre their trikes down the slopes with care and receive gentle reminders from staff if needed.

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

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

	<b>Due date</b>
ensure temporary staff receive induction training to help them understand their roles and responsibilities	03/07/2023
improve the key-person system to ensure that children's learning needs are shared with all staff and are not overly burdensome on room leaders	17/07/2023
improve the balance of planned and challenging learning experiences and ensure that temporary staff are aware of the learning intentions for activities.	17/07/2023

## Setting details

<b>Unique reference number</b>	EY411555
<b>Local authority</b>	Kent
<b>Inspection number</b>	10298973
<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>	41
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Future Schools Trust
<b>Registered person unique reference number</b>	RP529747
<b>Telephone number</b>	01622 743286
<b>Date of previous inspection</b>	27 March 2018

## Information about this early years setting

Tiger Cubs Day Nursery registered in 2010. It operates from New Line Learning Academy, in Maidstone, Kent. The nursery is open each weekday from 7.30am to 6pm, for 40 weeks of the year. The provider employs 12 members of staff, of whom 11 hold appropriate early years qualifications. The provider is in receipt of funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Helen Penticost

## 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 provider and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the provider, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.

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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