

Inspection of Tiger Cubs Day Nursery

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

Inspection date: 1 May 2024

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

What is it like to attend this early years setting?

The provision is good

Children of all ages are confident and happy during their time in the safe and hygienic nursery. Staff have a strong knowledge of the curriculum and, overall, implement the motivating activities successfully. They have a high expectation of what children can achieve. For instance, staff teach children about different mini beasts and what habitats they thrive in. Children are keen to join in with the interesting activities that staff carefully plan for them. For example, children excitedly carry out a bug hunt and are keen to count and compare the sizes of the worms they have found. Babies enjoy investigating different textures. Staff teach them about how things feel and sound. For example, they talk about water feeling cold and wet and make splash noises as they fill and empty containers during water play.

Staff are positive role models. All children behave well and are polite. They show kindness towards each other. For example, they help each other to complete tasks. Children learn about the benefits of healthy lifestyles. For instance, they brush their teeth at nursery and talk about the importance of doing so. Children of all ages develop good physical skills and learn to move in different ways. For example, they confidently and safely use age-appropriate climbing and balancing equipment, including tunnels and bridges.

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

- The highly qualified and experienced manager has supported staff very well to make significant improvements since their last inspection. Staff feel well supported and part of an effective and happy team. They know their key children well, including their individual needs and abilities. This helps them to plan motivating and challenging activities to support them to make progress.
- All staff fully understand how children learn and develop. They know children's routines and allow them to choose from a wide range of experiences indoors and outdoors. This helps children feel valued and builds on their independence.
- All staff establish secure and trusting relationships with children. This helps all children, including the babies settle quickly into the setting. Children enjoy the positive interactions and laugh and giggle happily as they play with staff.
- Staff support all children to make good progress, including those children who have special educational needs and/or disabilities. For example, staff implement useful strategies that support children. This includes using sign language and visual prompts to support children who have a hearing impairment.
- All children demonstrate a positive attitude towards their learning and, overall, they are engaged in their learning experiences. However, staff do not always organise some larger group activities well to ensure all children who choose to participate get the most out of their learning. This includes not providing them

with enough space to fully explore their play.

- The manager and staff establish positive partnerships with parents, who speak very highly of them. Staff keep parents well involved and informed about their children, including what they have been doing and their next steps in their learning. Parents praise the 'obvious and incredible' improvements that have been made.
- The manager closely monitors the quality of care and teaching children receive. Staff evaluate together as a team. They reflect daily on what they could change to continue to enhance practice. This includes highlighting any potential training needs.
- All staff attend regular and beneficial training. They have recently learned about the different ways children learn and develop, including babies. This has helped staff to understand how to plan their curriculum successfully.
- Overall, staff support children's communication skills well. For example, staff make good use of effective questioning to encourage children's language. In addition, all children enjoy singing and listening to stories. Most staff are confident to provide an environment that is rich in language, such as providing a meaningful commentary, to help children work out the meaning and context of words. However, this is not consistently achieved as well by those working with the youngest children.
- All staff ensure the setting is inclusive and diverse. They support children to develop a good understanding of other cultures and languages from around the world. For instance, children learn words, such as hello in other languages, including Polish. They learn about other countries, such as how Greece, traditionally celebrate birthdays.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff confidence in organising group activities to more effectively support the learning of all children taking part
- support staff to more consistently build on the communication skills of the youngest children.

Setting details

Unique reference number	EY411555
Local authority	Kent
Inspection number	10302615
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	35
Number of children on roll	71
Name of registered person	Future Schools Trust
Registered person unique reference number	RP529747
Telephone number	01622 743286
Date of previous inspection	19 June 2023

Information about this early years setting

Tiger Cubs Day Nursery registered in 2015. It is located in Maidstone, Kent. The setting is open Monday to Friday, from 7.30am until 6pm, term time only. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 14 members of staff, 12 of whom hold relevant early years qualifications at level 3 and above. This includes one member of staff who holds a qualified teachers status.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- This was the second routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the ongoing impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The inspector reviewed written documentation. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on a planned water play activity focusing on supporting babies to develop their physical skills of pouring and transporting.

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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