

Inspection of Tigers Day Nursery

Henwick Court, Turnpike Road, Thatcham, Berkshire RG18 3QY

Inspection date: 2 October 2024

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

Children thoroughly enjoy their time at the nursery. They access a wealth of play opportunities that staff plan for them both indoors and outdoors. For example, they measure the sunflowers they grew in the garden and staff discuss the size with them. Indoors, children make leaf rubbings and explore play dough. Staff laugh excitedly with the children, role modelling expression of their feelings. Children laugh in delight back at them.

Staff care for the children attentively, supporting their emotional well-being. They offer warm hugs and speak softly to all children. They sing as they rock the youngest babies to sleep. All children feel happy and content. Children have strong relationships with staff and feel safe and secure at the nursery. Children seek out staff for reassurance when needed.

Staff have high expectations for all children. They support children to be kind and take turns with their friends. Older children help each other to clear the table after mealtimes. They work together to find solutions that mean all their friends are able to be included. For example, they find enough telescopes for their friends to join in the bug hunt in the garden. Children make good progress in the curriculum.

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

- Managers work hard to ensure staff feel well supported in their roles. They monitor all staff and provide opportunities for feedback. This supports the staff's professional development. Staff can access a wide range of training, including a physical and nutrition coordinator qualification. Staff feel motivated to take on new learning and training and implement this in practice. The managers have a clear and ambitious vision for the nursery.
- The curriculum supports all children's development and learning. This supports staff to plan for the sequence of children's learning. Staff plan engaging activities and opportunities for play based on children's current interests. For example, children hunt for bugs in the garden by turning over logs and peering through their telescopes to find some. Children are developing a love of learning that will support them through the next steps in their journey.
- Staff promote children's communication and language well overall. They get down to the children's level and interact with them warmly. They ask questions that promote children to think creatively and find solutions for themselves. However, at times, staff do not allow children enough time to respond. This sometimes means that not all children have enough time to process their thinking in time to answer staff. On occasion, therefore, children do not have the opportunity to make full benefit of their learning during interactions.
- Staff support and encourage all children to be independent. For example, older

children pour their own drinks, while younger children master feeding themselves. Staff celebrate success with all children, giving praise and recognition for any new skills that children master. Children are learning to be self-sufficient and celebratory of their own achievements.

- Children listen intently to staff. They understand what is expected of them. For example, they know how to follow the rules indoors and outdoors. Staff teach all children the reasons behind the rules. This supports children to understand how they can keep themselves safe.
- Staff work in partnership with multi-agency professionals and parents. This supports staff to implement strategies to support children with special educational needs and/or disabilities (SEND). They work tirelessly to ensure that plans are reviewed and updated frequently. This supports them to evaluate learning and set next steps that work toward closing any gaps in learning swiftly.
- Parents are extremely happy with the provision at the nursery. They say that they feel well supported by all staff and the managers. Staff work closely with parents to build relationships that support a positive outcome for all children. However, staff do not consistently ensure that all parents are aware of what their children are going to learn next. This does not help them to continue their child's learning at home.

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's skills in recognising when to give children more time to process information to support their communication and language even further
- strengthen information-sharing with parents to communicate children's individual learning goals effectively.

Setting details

Unique reference number	110634
Local authority	West Berkshire
Inspection number	10354772
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	160
Number of children on roll	222
Name of registered person	Tigers Day Nursery Limited
Registered person unique reference number	RP900909
Telephone number	01635 528857
Date of previous inspection	6 November 2018

Information about this early years setting

Tigers Day Nursery registered in 1994 and is open from 7.45am to 6.15pm, all year round, except for bank holidays and a week at Christmas. The nursery receives funding for the provision of early education for two-, three- and four-year-old children. There are 55 members of staff. Of these, 38 hold a relevant childcare qualification between level 2 and level 5. One staff member holds qualified teacher status. The manager holds a relevant childcare qualification at level 5.

Information about this inspection

Inspectors

Nicole Odell
Kelley Ellis

Inspection activities

- The manager joined one of the inspectors on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One of the inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.

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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