

Tigger's @ Westonbirt

Inspection report for early years provision

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Inspector Charlotte Jenkin

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Registered person Theresa Vivien Ogden

Type of inspection Integrated

Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tigger's @ Westonbirt is a private day nursery situated in the grounds of Westonbirt Girls School. It is surrounded by open countryside. Close by is Westonbirt Arboretum which has an extensive collection of trees and educational nature trails.

Tigger's @ Westonbirt is open to receive children between the hours of 08.00 and 18.00 from Monday to Friday for 51 weeks of the year. At present there are 92 children on roll. The 12-place baby unit and the 15-place toddler unit are housed within the main school's accommodation. Adjacent to the school building is a single-storey, self-contained, pre-school unit which offers 24 places for children aged from three to five. Outside play takes place in a fenced area to the rear of the pre-school unit.

The pre-school offers funded education places for children of three and four years and at present has 25 three and four-year-olds in receipt of funding. Support is available for children with special educational needs and children for whom English is an additional language. The nursery receive support and advice from the Early Years Childcare Services and Foundation Stage Consultant.

The nursery employs 14 childcare staff; 12 are level 3 qualified or above, and of those three have a level 4 qualification. One member of staff is currently training to level 2 and other staff are training towards a level 4 qualification. All staff have attended training courses in first aid, child protection and food hygiene.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health is extremely well protected by staff who follow stringent hygienic routines throughout the nursery. This includes the cleaning of toys and equipment, nappy changing routines and children learning about the importance of hand washing routines from a young age. All staff have attended food hygiene courses and are fully aware of cleaning routines. This means they are consistent in creating a healthy environment for the children. Children also have cleaning stations in the Toddler and pre-school room. Staff have identified how much the children enjoy helping clear up and have provided small dust pans and brushes for the children to use. They are also allowed to help clean the tables and sweep the floors and this helps them learn about the importance of a clean environment. Children benefit from staff's up to date knowledge of first aid and their awareness of the correct procedures to follow if children have an accident or require medication whilst in their care. This protects the children's health and welfare in the setting. The sickness policy is formally shared with parents and exclusion periods for contagious illnesses are shared with them. This reduces children's exposure to unnecessary illness.

Children develop their awareness of healthy eating through the nutritious freshly prepared snacks and meals they enjoy whilst in the setting. Older children engage in activities that help them learn about the kinds of foods that are good for them, and have recently brought in foods from home that they feel are good for their bodies. They have also designed healthy meals using pictures of foods that they then stuck onto paper plates. Staff have discussions with the children during snack and meal times, as they all sit together and have a drink and healthy snack. Children, therefore, begin to recognise the importance of making healthy choices and how this promotes their growth and development. Staff liaise with parents regarding children's dietary needs and allergies and any requirements are catered for. Children have their own place mats for lunch and these detail if children have allergies. Therefore, staff are aware of children's dietary needs and ensure they do not have access to those foods they are allergic to. Children have access to drinking water throughout the day, hence they have enough fluids. Children's dietary needs are well met.

All children in the nursery have regular access to fresh air and exercise, with a well resourced outdoor area, that offers them experiences in all areas of learning. They display a positive attitude towards physical activity as they run to the door to line up to go outside. In the pre-school children are able to go outside throughout the day and do so often. Children show a good awareness of space, themselves and others as they move around indoors and out with confidence. Children explore how they can move their bodies, running, jumping and hopping. They develop good balancing skills as they walk along planks of wood and explore how they can move through hoops. Children use their upper body strength well, as they climb up rope ladders and climbing bars. They explore how they can move across the equipment using various body parts. Children are keen to show off their skills, saying 'Look at me' and showing how they can climb up high, and move across the monkey bars on their hands and knees. Children persevere when gaining new skills, for example, when trying to wiggle a hoop around their

waist. Children climb up the slide one step at a time, and enjoy sliding down the slide. Children enjoy joining in with dancing, and moving their bodies in different ways.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in welcoming and child friendly premises where there are bright displays of the children's work around and low level pegs for them to hang their coats. Hence, this helps the children develop a sense of belonging in the group. The nursery is well organised to meet the children's needs and this means children are able to rest, engage in activities that cover all developmental areas and have regular access to outdoor play. The Toddler and pre-school rooms are very well organised to enable children to become confident in making choices in their play and learning. All toys and resources are stored at low level and this enables the children to access those they wish to play with, as well as the activities they wish to engage in, including, painting, craft, water and sand play. They are able to go to the toilet independently and help themselves to drinks and tissues. This promotes the children's confidence and independence well. Staff are all aware of their responsibilities regarding the maintenance of toys, thus children play with toys that are safe, suitable and age appropriate.

Children play in safe premises, free from risks, as staff check the premises daily for potential hazards to the children and remove these to promote safety in the nursery. Good systems are in place for ensuring checks are carried out daily and any potential hazards to the children are reported and dealt with to ensure children are safe in the setting. For example, sockets are covered, cleaning materials are out of reach, the premises are all secure and entry is monitored closely. Hence, children move around the playroom with confidence and play in safety. Children learn how to keep themselves safe in the setting, with staff reminding them of potential dangers. For example, when a child leans back on the chair, staff ask 'Can you remember what happens if we lean back on the chair', Children confidently say 'We fall off and bump our head and ears'. The outdoor area is checked daily for potential dangers to the children. However, there is a large climbing frame with swings on it in the play area outdoors. Although there have been no accidents to children, no risk assessment has been carried out to identify potential risks to children or action taken to minimise these in order to ensure children are safe when using this equipment. All fire precautions are in place and the evacuation plan is carried out and monitored for its effectiveness. Staff are fully aware of the procedures to follow and this ensures children's safety in the event of a fire occurring.

Children's welfare is protected by staff who all have a sound knowledge of child protection issues and the procedures to follow in the event of concerns. The nursery shares its child protection duties with parents and this actively promotes the children's well being.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children are happy and settled in the care of the consistent staff team. They become secure with familiar adults and display this as they readily approach and communicate with them. Children confidently communicate through verbal and non-verbal methods. For example, using pointing, tones of voice and single words. Staff recognise these attempts to communicate and respond to the children, thus increasing their confidence in this area. Children demonstrate good self- confidence as they splash the water and demonstrate their joy by smiling and clapping. They enjoy exploring the treasure basket, putting on wooden jewellery, then looking at

themselves in the mirror and pointing at themselves. Staff are always on hand to reinforce their confidence and awareness of themselves. Hence, children are secure and confident in staff's care. Children have lots of exciting opportunities offered to them to increase their awareness of the world around them. They readily explore many textures, are able to select and use a variety of materials from the well resourced craft area, explore sand and water, paint on the easel, engage in role play and build and construct. Children are able to make choices with regard to the toys they wish to play with, and this promotes their confidence and independence. Children have their language development fully promoted by staff, who engage in conversations with them and interact with them throughout the day. Children are keen to participate in the planned activities available and sit together making ham and cheese rolls. They demonstrate pride in their achievements, wanting to share this with staff and peers. For example, children say 'Look at this I have done it'. Staff regularly observe the children at play and assess their developmental progress. Activities are then planned to meet individual children's needs through play and through offering them experiences linked to their interests.

Nursery Education.

The quality of teaching and learning is good. Staff plan a good balance of adult led and free play activities for the children. They interact well with the children during their play and ask them questions to encourage their thinking and learning. However, daily routines are not utilised well to develop children's concept of counting, number and in solving simple problems. Children are encouraged to make choices with regard to the toys and resources they wish to use, both indoors and out. Free access to the outdoor area however, is not organised in a way that limits disruption to children participating in activities indoors. Plans are clear and well organised and show clear learning outcomes for children. Focus activities have individual learning outcomes for each child and this helps them make good progress towards the early learning goals in all areas of learning.

Staff have a good knowledge of children's progress and regularly observe the children during their play. These are detailed in showing what children know, understand and can do. Entries into assessments of children's progress are supported with these, as well as evidence of children's work. This shows their progress throughout their time in the nursery, and is used well to assess and evaluate children's learning and areas for further support and development. Assessments are then used well to plan and provide opportunities to promote and further children's learning, based on their current abilities and interests.

Children demonstrate a sense of belonging in the group as one child says 'Look at the time it is nine o'clock. It is time to tidy up now'. They sit and concentrate for circle time, where they display good communication skills, talking to and listening to their peers. For example, they say good morning to one another, join in with singing the good morning song. Children display a positive attitude towards their learning, being keen to engage in activities and spending long periods engaged in these. Children draw and make marks, and confidently talk about what they are doing. A group of children were drawing Easter Eggs, and talking about the chocolate eggs they will get at the weekend for Easter. Children drew lots of eggs, and used mathematical language in their play as they counted how many they had drawn, and compared these with one another. For example, one child said 'I have more eggs than you'. Children are thoroughly involved in activities and are well able to make choices in their play and learning. Children play well together and are able to work independently. One child lies on the floor reading books, another plays on the computer. A group of children request the tray, where they get a range of natural objects, the play animals and other textures. Children then add porridge oats, sand and water together and mix this in a bowl. They add the animals and stones and a range of

natural materials. They are thoroughly involved in exploring the textures and creating an environment for the animals, where they use their imagination well and their senses to explore the textures. Children use their imagination well during role play, as they dress up, find resources to support their play. For example, using magnifying glasses for spectacles when being a detective. Children enjoy taking responsibilities in the pre-school. They are keen to help lay the table, clean these and their mats after eating and demonstrate pride in what they have achieved.

Helping children make a positive contribution

The provision is outstanding.

Children are cared for by staff who value and respect them and are fully aware of their individuality. Staff gain detailed information regarding children's backgrounds and experiences and this enables them to know the children well and meet the individual needs. Staff are warm and caring to the children, and this promotes their self-esteem fully. Children have access to a wide range of toys that promote positive images of diversity in their daily play. Children for whom English is an additional language have their self-confidence and language development fully supported in the nursery. Although there are currently no children attending with disabilities, systems are in place to support any additional needs children have.

Children's social, moral, spiritual and cultural development is fostered. Children have frequent opportunities to explore their natural environment, with walks in the school grounds where they find objects and investigate the natural world. They develop respect for their peers and are polite and well behaved.

Children's behaviour is very good. They are respectful to their peers and share and take turns during their play. Staff are excellent role models to the children and are polite and respectful to them. They demonstrate a sound awareness of the appropriate methods to use for managing children's behaviour, including the use of praise and reward. They ensure the children are well engaged in activities that interest them and this means children are not bored. Children are encouraged to share and take turns and, hence, learn right from wrong.

Partnership with parents is good. Children benefit from the positive partnership with parents regarding their care needs, as they have their routines respected and are cared for in line with parents' wishes. Staff gain detailed information regarding children's experiences and interests from parents, as well as their family life. This enables them to recognise children's individual needs and meet these throughout the day. Parents are involved in their child's care and learning experiences, and encouraged to become a part of the nursery life. They take the nursery Bear home with them or on holiday and are also invited to Network evenings where they are able to form relationships with other parents and staff. The nursery offers home visits prior to children commencing in the setting. This enables them to form a sense of security with a carer in a familiar environment, and hence, ease their transition into the nursery. Parents receive good information regarding the nursery's policies and the procedures they are required to follow. They are kept up to date with the current theme for learning through newsletters and have access to planning. Parents receive daily verbal feedback regarding their child's progress, as well as formal opportunities to discuss this and view assessment records. Parents contribute to assessments of their child's progress through observing their child at home and sharing this with staff. They are involved in their child's learning.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides.

Children are cared for by suitable and well qualified staff who are committed to furthering their professional qualifications. Staff are happy in the nursery and are all committed to offering the children high quality care, learning and developmental opportunities. Recruitment procedures are robust and ensure that adults working with children are suitable. All registers are accurate and this demonstrates how ratios are maintained at all times throughout the day. This means the children receive good adult support as staff spend quality time with them, playing and interacting with them and supporting their development well. The day is well organised, with the cook being responsible for the preparation of all snacks and meals. Hence, staff are able to concentrate on the children and meet their needs fully. Children are, therefore, happy and settled in their care and appear relaxed in the warm and caring environment.

All required documentation is stored securely and is well organised and available for inspection. Staff implement all policies and procedures consistently in a way that promotes the children's welfare, care and learning. They reflect on their practice and demonstrate how they promote good outcomes for children. The nursery asks parents for their views on the service provided and ensures that any concerns are acted upon to improve the care offered to the children.

Leadership and management is good. Staff in the pre-school work well as a team and share all responsibilities of the group including planning. They are well supported by the management who enable them to access good training and development opportunities and know what activities are being offered to the children daily, showing interest in the curriculum delivery. Staff evaluate their practice and reflect on children's learning and development. They are committed to improving the educational provision and attend regular training to enable them to implement new ideas into their daily practice. Hence, the curriculum offered to the children is of good quality and offers the children a wide range of learning experiences.

Improvements since the last inspection

At the last inspection the nursery agreed to ensure staff deployment provides adequate levels of supervision at the beginning of the day and to ensure that the premises are adequately maintained and floor surfaces suitable and hygienic. With regard to nursery education they agreed to ensure children have clear boundaries for acceptable behaviour and that they are consistently applied by staff and ensure time is used effectively to allow children maximum play and learning time and to give them a sense of achievement for tasks completed. They also agreed to utilise opportunities during routines and free play for children to explore music, closely observe natural objects and consolidate name writing and recognition.

Staff maintain the required adult to child ratios at all times and this enables the children to receive good adult support. The premises are well maintained and new flooring has been laid in the Toddler room to promote hygiene in the setting. Children's behaviour is good and staff are consistent in implementing the behaviour management policy in the group. Children are able to utilise their time in the pre-school well and are keen to share their achievements with others. They explore music, have good opportunities to explore natural objects and recognise their name as they enter the group. Children are also encouraged to label their work, in order to develop writing skills.

Complaints since the last inspection

Since the last inspection no complaints have been made to Ofsted that required the provider or Ofsted to take any action in order to meet the National standards. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure a full risk assessment is undertaken of the outdoor play equipment that identifies potential risks to children and action taken to minimise these

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop children's concept of counting, number and in solving simple problems through the use of daily routines
- organise children's free access to the outdoor area in a way that does not disrupt those participating in activities indoors

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk