



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 511778

DfES Number: 545663

INSPECTION DETAILS

Inspection Date 09/06/2004
Inspector Name Pamela Edna Friling

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tigger's @ Westonbirt
Setting Address Sedgwick House
 Westonbirt Girls School
 Easton Grey Road
 Westonbirt
 GL8 8QG

REGISTERED PROVIDER DETAILS

Name Mrs Theresa Vivien Ogden

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 85 children on roll. The 15-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 3 to 5. 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 3 and 4 years and at present has 27 3-year-olds and 6 4-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, Foundation Stage Consultant.

The nursery employs 14 childcare staff. Of these 3 hold National Vocational Qualifications (NVQ) in Child Care and Education at Level 4, 4 at Level 3, and 1 at Level 2. Two staff have Nursery Nurse Examination Board (NNEB) qualifications and the remaining staff are training towards childcare qualifications. All staff have attended training courses in first aid, child protection and food hygiene.

How good is the Day Care?

Tigger's @ Westonbirt Nursery provides satisfactory care for the children who attend.

The nursery has a detailed compliance document that is regularly reviewed and well implemented in practice. Changes are shared with parents. Documentation meets the requirements of registration. Records are easily accessible but stored securely to

protect confidentiality. The premises provide accommodation, which is safe and secure, but some routine maintenance and associated re-decoration is required. The floor in the toddler room consists of unsealed floorboards, that are difficult to maintain in a clean and hygienic state.

Toys and equipment are age appropriate, of good quality, clean and well maintained. They are stored in easily accessible trays and boxes to encourage children to develop independent skills as they choose their activities.

The staff are well trained. They have all attended training in child protection and first aid. Staff appraisal ensure future training needs are met. Staff plan a wide range of good quality activities and experiences for the children that encourage their all round development. They question children well to encourage them to think and solve problems. Staff deployment is mostly effective with good supervision and support for children as they play and learn. Sometimes during the early part of the day insufficient staff support is available in the toddler room. Behaviour management across the nursery is not consistent. Younger children behave well but in the pre-school group boundaries for acceptable behaviour are not clear or consistently applied.

Parents are kept well informed about their child's progress through opportunities to receive verbal feedback and more formal meetings. They receive regular newsletters and there are informative notice boards in each care area detailing nursery life, activity plans, events and daily menus. The nursery has received an award for the high quality of its food.

What has improved since the last inspection?

At the last inspection the nursery was asked to make the computer and toilet areas safe or inaccessible while building work was in progress. Work has now been completed and children have access to suitable toilet facilities in each care area. The office has now been located in a separate room upstairs away from the care rooms and prevents any risk to children from access to this area.

What is being done well?

- The nursery has a detailed compliance document which is effectively implemented in daily practice. Clear routines have been established for administration of first aid and medication.
- Toys and resources are clean and of good quality. They are stored to provide ease of access in low-level, well-labelled boxes and trays.
- The children are encouraged to develop independence as they choose and tidy away their toys and take an active part in snack and mealtime routines such as setting tables, pouring drinks and serving food.
- The staff team is well qualified and experienced. They know the children well individually and offer both them, and their parents, a warm welcome on arrival at nursery. Staff interact well with the children encourage conversation and listen with interest to children's responses.

What needs to be improved?

- deployment of staff to ensure adequate supervision early in the morning
- maintenance of the premises and suitability of flooring.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Ensure staff deployment provides adequate levels of supervision at the beginning of the day.
4	Ensure that the premises are adequately maintained and floor surfaces suitable and hygienic.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children attending Tigger's @ Westonbirt are making generally good progress towards the early learning goals.

Staff teaching of the children is generally good with well-resourced topics and open-ended questioning used to encourage children to think. Assessment and observation are used systematically to inform future planning. Children count confidently and show a good understanding of number concepts, shapes and practical calculation. They take part in a wide range of activities to encourage their physical development. Opportunities are missed as children play to extend their awareness and exploration of the natural world, and music, through lack of access to appropriate resources. Early writing and recognition of their names are not routinely consolidated. Children are actively involved in daily routines and choice of activities to develop their independence.

Children do not always behave appropriately or respond to staff requests for co-operation. Boundaries for acceptable behaviour are not clearly defined or consistently enforced. Time within the day is not used effectively to allow children maximum learning time and a sense of satisfaction for completed activities.

Leadership and management of the nursery is generally good. There is a well-qualified management team. Present systems for monitoring nursery education are not currently effective, but the recent introduction of a system to evaluate the provision of nursery education will highlight any weaknesses within the programme in the future. Staff take part in the appraisal system to determine ongoing training and personal development needs.

Partnership with parents is generally good. They are given good information about the topics and events. Parents are offered clear information about the Foundation Stage of learning to promote their understanding of their child's education but they are not invited to systematically contribute to ongoing assessment.

What is being done well?

- Children handle tools and equipment confidently as they cut, write, eat and construct. They climb, run, pedal, swing, balance and jump with control and confidence during play in the nursery outdoor-play area.
- Children count confidently during group and individual activities. Staff effectively utilise opportunities within the daily routine and free play to encourage children to practise counting and simple practical calculation. Children demonstrate sound understanding of shape, size and position.
- Children are very independent as they choose their own activities, take an active role in snack and meal routines and take care of their personal needs.

What needs to be improved?

- strategies for managing behaviour of the children
- management of time within the day
- consolidation of early writing and name recognition skills
- awareness and exploration of the natural world and music.

What has improved since the last inspection?

This is the first inspection of nursery education provision at this setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and curious. They form good relationships with adults. They show care for each other and for younger children. They are developing close friendship groups. Children are encouraged to make decisions and choices regarding their activities. They are self-reliant in their personal care when pouring drinks, washing hands and managing their own clothes. Boundaries of acceptable behaviour are not clearly defined for all children or consistently applied by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff provide opportunities for children to communicate and express themselves as they discuss, describe and talk about what they are doing. They speak confidently using their language skills to solve problems, negotiate and take part in play scenarios such as the café and home corner. Children use books well for both reference and stories. Consolidation of name writing and recognition is not consistently encouraged during play and routines although resources are easily accessible.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff effectively utilise spontaneous opportunities within the timetable for the children to count and calculate through play activities, snack and meal-time routines. Children join in enthusiastically with counting and show good understanding of two- and three-dimensional shapes, position, size and quantity. Children have many opportunities to explore mathematics as they play. Staff questioning is used effectively during group and individual activities to extend learning and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate. The rural location of the nursery is used well to encourage observation of nature. Children have limited access to close observation equipment to extend learning as they play. They are developing a good understanding of other cultures and countries through well-planned topics such as 'India'. Children use technology to support their learning with independent access to the computer and supervised use of electronic toys. Children design and make independently.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move carefully and competently around the setting. Access to a range of large and small equipment in the play area encourages physical development as children climb, swing and balance. They manoeuvre wheeled toys showing control of speed and direction. Use of tools and small equipment is developing well with easy access to resources that encourage them to practise cutting, threading and pencil control. Cutlery is used well at mealtimes and children show control when pouring drinks.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children have access, over time, to a wide range of independent and staff-led creative activities. Children use their imagination well as they play in the 'café' and home corner where they take orders and prepare food. Children have daily independent access to recycled and collage materials to allow them to explore and create using their imagination. Children have less opportunity to explore music independently, although instruments are used during staff-directed group activities.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure children have clear boundaries for acceptable behaviour and that they are consistently applied by staff.
- ensure time is used effectively to allow children maximum play and learning time and to give them a sense of achievement for tasks completed.
- utilise opportunities during routines and free play for children to explore music, closely observe natural objects and consolidate name writing and recognition.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.