



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY271028

DfES Number:

INSPECTION DETAILS

Inspection Date 22/04/2004
Inspector Name Miriam Sheila Brown

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Tiggers @ Downfield
Setting Address Downfield Road
 Caincross
 Stroud
 Gloucestershire
 GL5 4HL

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

Tiggers @ Downfield is situated in a detached property adjacent to Marling School and close to Stroud town centre. All of the property is designated for nursery use, with playrooms on both the ground and first floor. There is an enclosed garden with bark-surfaced apparatus area, grassed area and a hard area for wheeled toys. Children are cared for in age-related groups.

The nursery offers full day care for children from birth to 5 years and is open from 08.00 to 18.00 from Monday to Friday throughout the year, with the exception of bank holidays. Tiggers @ Downfield is registered to care for 39 children and serves both the local community and those from outside the immediate area. Funded three- and four-year-olds are accepted. There are currently 8 funded 3-year-olds and 6 funded 4-year-olds on roll, They support children with special educational needs. Currently there are none attending for whom English is an additional language.

There are 10 staff members working directly with the children all of whom either have childcare qualifications at a level 2, 3 or 4. The majority of the staff have also received first aid and child protection training. Tiggers @ Downfield receive support from a foundation stage consultant and special educational needs co-ordinator for the area.

The nursery has changed ownership since the last inspection and is undertaking total refurbishment and organisation of the premises and care offered. The first phase of this has been completed and the final part will be completed within the next six months.

How good is the Day Care?

Tiggers @ Downfield provides good quality care for children. The under three's unit is bright, clean and welcoming and offers attractive and stimulating play areas for children. Downstairs rooms are currently being refurbished. The range of toys and resources address children's needs effectively and are well used to assist in children's developmental progress.

Safety issues are well addressed and staff are vigilant in protecting children. Hygiene is generally well addressed although washing facilities for younger children are currently difficult for them to reach by themselves. The nursery provide a varied and balanced menu which is enjoyed by all the children. Details of dietary requirements are clearly outlined. Staff have a good awareness of child protection issues and have received specific training.

Staff organise a wide range of activities and topic work to support children in all areas of their development although some playrooms do not offer easy access to toys and resources. Children of all ages enjoy a wide and varied range of play including daily opportunities to use sand, water and paint. The nursery resources support all aspects of equal opportunities and children are encouraged to acknowledge and celebrate their differences and similarities. Support for children with special educational needs is good and staff work closely with outside agencies, parents and each other, to meet those needs. Children's behaviour is generally good. Some staff strategies to manage behaviour are not always the most appropriate for the stage of the children.

Parents are offered good information about the setting through newsletters, daily activity sheets, quarterly reports and informal discussions with staff. Home-link sheets offer them good opportunities to take an active role in their children's progress. All group policies are easily available and are comprehensive in the information offered. Parental feedback sheets strongly support the nursery and its staff.

What has improved since the last inspection?

This is not applicable as this is the nursery's first inspection.

What is being done well?

- Staff are well deployed to provide children with a good level of care and attention throughout the day. The nursery operates consistently in excess of recommended adult to child ratios.
- The nursery cook provides an excellent and varied menu of meals and snacks for all the children. These are nutritious, well presented and meet children's individual dietary needs effectively.
- Safety in the nursery has been well addressed and detailed risk assessments are completed regularly for all the areas used, including outside play areas. Closed circuit television cameras are used to monitor all play areas and staff are vigilant about children's safety at all times.
- Nursery documentation, policies and procedures are comprehensive and very clear. They are readily available to parents and are constantly reviewed to accurately reflect nursery practice.

What needs to be improved?

- young children's access to hand-washing facilities and free choice of toys in the messy room
- all staff awareness of appropriate behaviour management strategies for younger children.

Outcome of the inspection

Good

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
11	Develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.

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

How effective is the nursery education?

Tiggers @ Downfield provides a good quality curriculum and children are making generally good progress towards the early learning goals. Children's physical development is very good and other areas of learning are generally good with many strong points in each.

Teaching is generally good and staff have a generally good knowledge of the early learning goals and how these are used to assist in children's learning. Staff support the children appropriately and provide a range of good opportunities to help them develop in most areas of learning. However, access to resources to extend ideas, activities to support children's early reading, mark-making and construction skills are not always well supported. Staff management of behaviour is generally good, although children's independence is not always well supported to enable self-regulation. Staff support children with special needs effectively. Assessments and observations are completed regularly and used to assist in the planning to meet the needs of all the children.

The present leadership and management of the nursery started at the beginning of this academic year and is generally good. It is creating an effective staff team who work well together and who are committed to ongoing improvement. Short and long-term development plans are in place which reflect this commitment. They regularly assess their own strengths and weaknesses through monthly staff meetings, feedback from parents and outside agencies. However, systems to inform new staff about children's individual learning needs are not always effective.

The partnership with parents is very good. Parents are provided with good information about the setting and offered ideas of how to support their children's learning at home, through regular newsletters, daily diaries and home-link sheets. Parents are invited to open evenings and receive quarterly reports on their children's progress. Feedback from them offers strong support for the nursery.

What is being done well?

- The programme for physical development is well planned to offer good opportunities, both inside and outside, for children to develop their skills in a variety of ways throughout the day. The programme includes topic work to help the children in their growing awareness of general health.
- The partnership with parents is very good. The nursery provides good information about all aspects of nursery care and management and keeps parents well informed about their children's ongoing progress. Parents also have good opportunities to be involved with nursery activities and their comments, ideas and suggestions are actively sought by the staff.
- Children's language and communication skills are developing well and they

have many good opportunities throughout the day to express their thoughts and feelings. They listen and respond with enjoyment to stories and songs and make up their own stories in imaginary play.

What needs to be improved?

- children's access to resources and general free-play activities to assist in the ongoing development of their independence and personal extension of ideas
- the opportunities for children to make marks and practise their early reading skills
- support for new staff to ensure they are aware of individual needs and abilities.

What has improved since the last inspection?

This is not applicable as it is the nursery's first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to concentrate well and show a keen interest in learning about new things. They express their feelings through topic work and demonstrate a good awareness of themselves as members of a group. Children's behaviour is generally good and they are learning to care for themselves, for example dressing and hand washing. There are limited opportunities, particularly for older children to extend activities for themselves and not all staff encourage free-choice of resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language skills are developing well and they use language appropriately in their play and at circle and story times. Some children are able to identify their written names but opportunities for them to develop their mark-making and early-reading skills are limited. Some children are starting to form letters and write their names. They use books well for reference and enjoy stories and retelling familiar ones such as 'We're Going on a Bear Hunt'.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their counting and number awareness through planned activities such as making three-dimensional centipedes and a variety of table-top games. There are few opportunities for them to develop mathematical ideas to solve problems in construction. They are starting to match items in everyday situations such as meal times and group games. Children have regular opportunities to sort items and look at geometrical shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate using a variety of materials including dough, sand, paint, and water. They build using sets but do not have free access to other construction materials. Children have good opportunities to learn about everyday technology, for example, using the computer. The programme of various celebrations throughout the year supports children's awareness of different cultures. A good range of multi-cultural resources develop their awareness of the larger world effectively.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely in all areas of the nursery and on large equipment in the playground. They demonstrate a good awareness of space in relation to themselves when playing in the role-play room. Children are offered good opportunities to develop their awareness of self care through well-planned topic work. Most children use a range of tools and materials such as glue sticks, water, dough and sand-tray toys with confidence.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children know all of their primary colours and enjoy using paint in a variety of ways, for example, sponging. However, there are few non-adult-led opportunities for children to develop their creative abilities. They have a growing awareness of rhythm and enjoy daily opportunities to play a variety of musical instruments. Children make good use of the role-play area and other small-world toys in their imaginary play and to act out familiar stories.

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 sufficient opportunities throughout the day, to develop independence, for example, when choosing resources and free-play opportunities.
- Provide more opportunities for children to make marks in their play and activities which develop their early reading abilities.
- Develop the system for informing new staff of children's individual learning needs and abilities.

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.