

Tiggers @ Downfield

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tiggers @ Downfield opened in 2003 and is one of two nurseries run as private settings. The nursery is situated in a detached property adjacent to Marling School and close to Stroud town centre in Gloucestershire. There is a baby unit on the first floor for children under two years and older children have base rooms on the ground floor. There are enclosed gardens, including climbing apparatus on a rubber-bark surface, planting areas and a separate baby garden with safety flooring. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children in the early years age group may attend the nursery at any one time. There are currently 94 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are 15 staff members working directly with the children. Of these, 13 hold appropriate early years qualifications with two working towards such a qualification. There are five members of staff qualified to Level 5 and above. These include one member of staff with a Degree in Education and Arts; another has achieved Qualified Teaching and Early Years Professional Status and a third with an Early Years Foundation Degree is working towards a degree in Early Childhood Studies and Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds. It operates according to aspects of the High/Scope ethos and has achieved the Bristol Standard Quality Assurance Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of children's individual needs ensures that staff successfully promote most aspects of children's welfare and learning. As a result, children make good progress, given their age, ability and known starting points and older children benefit from free-flowing play indoors and outdoors. Safeguarding is given high priority so that children feel entirely safe and most required documentation is well maintained. Many aspects of the partnership with parents are well developed, and some systems are identified to make links with other providers with whom children have contact. The excellent commitment to ongoing improvement mean that priorities for future development are comprehensively identified, resulting in a service that is responsive to the needs of all families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the record of risk assessment to include any assessments of risks for outings and trips
- enhance children's good progress towards the early learning goals by obtaining more information from new and existing parents about the children's learning in all areas
- support children's learning and development by developing the regular flow of two-way information between all other providers offering the Early Years Foundation Stage to children.

The effectiveness of leadership and management of the early years provision

A high priority is given to keeping children safe and promoting their welfare. Staff members are well trained to recognise a child who may be at risk so they know how to respond if there are concerns about a child. Employment procedures are robust with established procedures in place to ensure the suitability of staff is regularly reviewed. Staff members are actively supported to improve their knowledge and skills so they are well equipped for their roles working with the children. Staff are vigilant and implement a comprehensive programme of risk assessment on the secure, safe premises in order to keep children safe from harm. The system of recording risk assessment for occasional outings is less robust. Most necessary documentation is in place and, generally, maintained to a high standard, including a log for complaints and the record of children's attendance. Records for accidents are closely analysed and the results are effectively used to enhance children's safety. Information, such as the certificate of registration, is clearly displayed.

Very good use is made of most available resources. For example, the nursery environment is bright and stimulating; toys and equipment are well maintained by staff who clearly take a pride in their setting. The oldest children can freely access the exciting, outdoor resources, including a 'secret garden', while babies and younger children are taken outside daily. The deployment of staff is carefully considered to ensure that children are well supported and develop strong attachments to key people. The effective implementation of positive strategies means that the setting is inclusive. Equality and diversity is well promoted so that differences are recognised and valued. For example, children see positive images around the nursery and explore other traditions through a variety of media, including music, clothing and food. In addition, strategies, such as signing, clear labelling and the use of pictorial instructions for activities including hand washing, support all children to develop their knowledge and skills.

The nursery has devised a way to establish some links with other provisions attended by children and these are being implemented for some children to share aspects of their individual needs, interests and progress. Partnership with parents and carers is very good. Families speak highly of the provision and feel well involved in their children's care and learning. Effective arrangements, including

initial home visits, daily handover and regular meetings, encourage a two-way flow of information and the nursery has some systems to encourage new and existing parents to play a key role in the assessment of their child's progress. The management and leadership of the nursery have high aspirations for the quality of the provision. This is reflected through research into innovative methods, individual support given to staff and strong emphasis on self-evaluation and ongoing improvement. Overall, the recommendations from the previous inspection have been well implemented to improve safeguarding, staff deployment and the engaging with parents. The views of parents, children and teams of staff are actively sought and valued in order to identify further areas for development and ensure improved outcomes for children.

The quality and standards of the early years provision and outcomes for children

Babies and children make good progress in their learning and development. A well-monitored programme of observation and assessment is used to accurately map children's progress towards the early learning goals. As a result, key staff are aware of their individual interests and needs and use this knowledge to plan effectively for their next steps. For example, babies' and children's interests in natural materials, such as sand and water, and in appropriate information technology are well used for their learning. Key persons fully share information about children as they transfer through the nursery so that staff are well placed to promote children's learning from the outset. Children are well supported by attentive, interested adults and are sometimes challenged by open questions and comments to extend their original thinking. For example, young children are effectively supported to recall stories when asked, 'Where are they' 'What are they doing'? Older children eagerly join in small group activities to extend their skills, such as exploring features of books, describing their drawings and investigating the colours of mixed paints.

Children's progress is good in all areas of learning which means that they actively develop skills for the future. They enjoy a good balance of adult-led and child-initiated activity, both in and out of doors. Personal, social and emotional development is evident through developing friendships and cooperative play. Children enjoy choosing books, listening to stories and speak confidently in front of others, for example, with suggestions of rhyming words. They make marks with a wealth of media, including wet sand, and recognise their own name/photograph labels at meal times. Children solve problems throughout their play and in daily routines, for example, to work out how many more cups are needed. They discuss 'one more' or 'one less' in number rhymes and use mathematical language correctly in their play. Children actively learn about the wider world, making use of multicultural resources such as dolls and dancing to music from around the world with ribbons and scarves. Opportunities for energetic activities, such as 'Wake and Shake' or constructing obstacle courses, mean that physical development is well promoted. Frequent opportunities for well-resourced imaginative play successfully enhance children's creativity as they negotiate their roles and extend their understanding, for example, of being at doctor's or vet's 'surgeries'.

Children feel very safe and secure as they have strong bonds with staff, particularly their key persons. They gain an excellent awareness of potential dangers and how to avoid them, practising road safety on the play road and pelican crossing and enjoying frequent visits from the safety services. They confidently take small risks in controlled circumstances as they climb on the 'pirate ship' and create larger structures, such as ball runs and balancing beams with guttering, planks and crates. They tell others who may touch the home corner 'oven', use tools with care, including knives and forks at lunch, and are very familiar with emergency procedures through frequently practised evacuation drills. Children effectively adopt healthy lifestyles as they value exercise and adopt thorough personal hygiene practices as soon as they are mobile. They regularly drink water to keep hydrated and make healthy choices from ample, nutritious foods offered at snack and meal times. Children relish opportunities to take on responsibility, readily volunteering to help with daily tasks, such as tidying and fetching additional resources. They learn to behave well as they are clear about ground rules and respond well to the gentle encouragement of staff, for example, to use 'walking feet' indoors. Older ones competently manage their own sharing as they, for example, fetch a sand timer to take equal turns with a favourite doll.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met