

Tiger Cubs Pre-School

Inspection report for early years provision

Unique Reference Number	113789
Inspection date	29 January 2008
Inspector	Felicity Gaff
Setting Address	The Tiger Hall, All Saints Church, High Street, Lindfield, West Sussex, RH16 2HS
Telephone number	07905 099803 and 07905099802 (admin)
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Registered person	The Trustees of Tiger Cubs Pre-School
Type of inspection	Integrated
Type of care	Sessional 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?

Tiger Cubs Pre-school operates under the auspices of All Saints Church and is run by a voluntary management committee, made up of members of the church and parents of children at the pre-school. It opened in 1992 and operates from the first floor of the Tiger church centre in Lindfield, West Sussex. There is a nearby courtyard area for outdoor play. The setting opens from 11.30 to 14.15 on Mondays and from 09.15 to 12.15 on Tuesdays to Fridays during school term times. A maximum of 26 children aged from two to under eight years may attend the setting at any one time and there are currently 28 children on roll. Of these, 23 children receive funding for nursery education. Children are drawn from the surrounding urban and rural areas. There are six permanent members of staff all of whom hold relevant early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good opportunities to develop their physical skills because staff use the available space well and plan a daily programme for vigorous physical play. They use the local environment well for regular outdoor activities. Outings take place regardless of the weather, which helps children learn how to take care of themselves by wearing appropriate clothing. Children are protected from illness and infection because the premises are clean and well organised, and staff maintain all the records required to ensure they are able to meet their needs. Children begin to understand about healthy eating by cooking and tasting an exceptionally wide range of foods, including savoury dishes such as shepherds pie and vegetable bake. They bring fruit and vegetables to share at snack time, which introduces them to many different tastes and textures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected because staff follow clear procedures for minimising hazards on the premises. The good quality toys and equipment are well maintained, and the provider and staff work together to carry out regular risk assessments and act to minimise any identified hazards. Play spaces are arranged to allow children space to develop elaborate floor play without causing obstructions. Children begin to learn how to keep themselves and others safe because staff explain the reasons for everyday routines such as those for using the stairs. The provider and manager periodically review the child protection procedures and have identified areas to develop to ensure they conform to those of the local safeguarding children board. Procedures are linked to the arrangements for other organisations run under the auspices of the church to ensure a consistently rigorous approach to safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting confidently and settle quickly because staff are well organised and have time to welcome them individually to a activities that are ready for them to use. Staff create a particularly calm and relaxed environment where children become absorbed in purposeful play. They develop their independence as they hang up their own coats and change their shoes. They select their own activities and cooperate well with each other as they organise their own games. Children discuss their work with interested adults, considering, for example, the colours and paper they will use for their paintings. The good organisation of resources allow them opportunities to develop their social skills as they collaborate to plan imaginative small world play or sit quietly with a friend to share favourite books.

NURSERY EDUCATION

The quality of teaching and learning is good. Children enjoy an exceptionally wide range of interesting and well-planned play activities that are planned to promote their development in all areas of learning. The imaginative range of outings and visits offer an inspiring experience for the children. For example, children extend their understanding of the world around them by undertaking environmental activities at Wakehurst Place at different times of the year. Children confidently recognise their own names as they self-register on arrival, and staff use

everyday play activities well to develop their mathematical understanding. Although staff plan a wide range of activities and sometimes identify what they intend to teach, plans do not clearly identify what they intend children to learn, or how activities will be adapted to challenge children at different ages and stages. Observations do not always identify what children understand and so assessments of what children achieve are not used to plan for their future learning. This limits how effectively staff adapt their teaching to meet children's individual needs.

Helping children make a positive contribution

The provision is good.

Staff plan a range of activities that help children develop an understanding of their own cultures and those of other people. They provide many resources reflecting positive images of cultural and ethnic diversity and of disability to help children develop respect for difference. The organisation of the session allows children to express their preferences about what they do and when they do it. This shows them they are valued and helps them develop respect for themselves and other people. Children feel very secure in the calm atmosphere created by the staff. They treat adults and other children with the courtesy that staff show towards them. Spiritual, moral, social and cultural development is fostered. There are very good arrangements to enable staff and parents to work together to meet the needs of children with learning difficulties and/or disabilities. Partnership with parents of funded children is good. Parents are delighted with the care and education their children receive. They are particularly impressed with the variety of foods the children cook and the interesting well-planned outings they undertake. They feel confident to approach any staff member were they to have concerns. Parents receive clear information about the Foundation Stage and the education offered. Although staff arrange meetings to discuss children's progress, parents' observations and comments do not form part of children's written records and are not used to inform planning.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. The committee has a clear understanding of its role and responsibilities. There are effective procedures for ensuring staff are suitable to work with children. The arrangements for storing personal records securely have been reviewed to improve confidentiality. All staff hold appropriate qualifications and attend training to update their knowledge and skills. High adult:child ratios are maintained to ensure children receive good one-to-one support. Some details of the written procedures for child protection and accidents are out of date and others provide staff and incoming committee members with limited guidance on when to notify significant events. Leadership and management of funded nursery education are good. The manager leads a committed staff team who are well qualified and work effectively together to create a well balanced learning environment. The rolling programme of interesting themes and topics ensures that all areas of learning are covered and regularly revisited. However, although staff make observations of what children do, they are not used systematically to inform short term plans and ensure all children make optimum progress.

Improvements since the last inspection

At the last inspection the provider was asked to improve the record of visitors to the setting. The record has now been improved by including the times visitors are on the premises. The

provider was asked to develop the nursery education by developing the planning and assessment systems; and by improving the provision for knowledge and understanding of the world and physical development. Children's knowledge and understanding of the world is now suitably promoted. Staff plan a balanced range of opportunities for children to explore time, place and technology, and to find out about the cultural diversity of modern Britain. However, they do not systematically assess what children do and understand in order to plan for their future learning. Although there are limited facilities for outdoor play, staff use the indoor space well to offer children a planned programme for physical development.

Complaints since the last inspection

Since the last inspection there have been no complaints 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.

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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):

- improve the written procedures to ensure they provide sufficient accurate guidance to support staff and committee members in meeting regulations.

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):

- improve the use of assessments of what children achieve and understand, including those of parents, to plan for their future learning
- develop short term plans that identify clear learning intentions and that help staff adapt activities to promote the learning of all children.

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