



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113789

DfES Number: 520295

INSPECTION DETAILS

Inspection Date 30/06/2004
Inspector Name Elaine Simmons

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tiger Cubs Pre-School
Setting Address The Tiger Hall
All Saints Church, High Street
Lindfield
West Sussex
RH16 2HS

REGISTERED PROVIDER DETAILS

Name The Committee of Tiger Cubs Pre-School 1031866

ORGANISATION DETAILS

Name Tiger Cubs Pre-School
Address The Tiger Hall, All Saints Church
High Street, Lindfield
Haywards Heath
West Sussex
RH16 2HS

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

Tiger Cubs Pre School opened in 1992. It is a committee run setting held on the first floor of a church owned building in Lindfield. There is access to a nearby courtyard area for outdoor play. The Pre-school serves families from the local residential area. Sessional care is provided on Mondays to Fridays during term time, the group is registered for twenty six children over two and under eight years.

There are forty two children on roll including fifteen funded four-year-olds, and eighteen funded three-year-olds. Two children speak English as an additional language and six children have special educational needs. There are nine members of staff, five of whom have childcare qualifications, and two who are in training.

The nursery receives regular support from the Early Years Development and Childcare partnership. All staff attend first aid and child protection training, they also attend further professional training to enhance their skills.

How good is the Day Care?

The pre school staff provide good quality care for children. The premises are well maintained and attractively presented with colourful posters and children's work displayed. Staff are enthusiastic and work well together as a team. They provide a varied range of toys and play equipment to provide stimulation and to help children's learning in all areas of development. They are able to make choices from the toys and equipment put out for the session. Paperwork is up to date and in order, except for the provision of a visitor's book.

Staff have good procedures in place to ensure children's health and safety at all times. They encourage the children to use good hygiene practices and ensure they are given the opportunity to become independent. Staff offer children suitable snacks and drinks and ensure that children's individual dietary needs are met. All child protection requirements are understood.

Children are offered a varied range of activities. Staff sit and talk with children to

help them use the equipment and encourage them to extend their play experiences. They provide good learning opportunities and join in imaginary play, with enthusiasm, for example by answering the telephone in the '999 call centre' and writing down the imaginary callers request for help. Staff are aware of children's individual needs and work with parents and other professionals to provide constructive plans to help children develop. Staff attend any available training to enhance their knowledge and skills. They give good supervision and encourage and praise children to reinforce positive behaviour.

Parents are made welcome and are offered good information both verbally and written. Information is displayed on the notice board, in a newsletter and welcome pack. Staff talk to parents and encourage the exchange of information.

What has improved since the last inspection?

not applicable

What is being done well?

- The staff provide a warm and welcoming environment to both parents and children, they exchange good written and verbal information with parents to ensure continuity of care.
- There is wide selection of toys and equipment that are used creatively to enhance the children's play experiences, for example the sand tray used as a beach scene and the imaginative play 999 call centre.
- Staff work together as a team, support each other to ensure the children's welfare and development in all areas.
- The staff provide varied, stimulating activities and play experiences to help children's development in all areas and assist them in their play.
- Staff are aware of children's individual needs and work with parents and other professionals to provide constructive plans to help children develop. They attend training to update their knowledge and skills.
- Staff use praise and encouragement at all times, give children opportunities to learn independence skills and have good behaviour management strategies to help children to learn right from wrong.

What needs to be improved?

- Ensure a record is kept of all persons visiting the pre school to include time of arrival and departure.

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
2	Ensure a record is kept of all persons visiting the pre school to include time of arrival and departure.

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

How effective is the nursery education?

The provision for nursery education at Tiger Cubs Pre-School is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals.

The quality of teaching is generally good. Senior staff are very skilled and provide excellent examples to less experienced colleagues who reflect their good practice. Staff participate actively in children's play and lead role play effectively. They use staff meetings well to raise areas for development for individual children. There are very good arrangements to make sure any special educational needs are met. However, planning and assessment systems lack detail and do not provide sufficient support to less experienced members of staff. They are not linked closely to the stepping stones to ensure all children make progress.

Leadership and management are generally good. The manager has built a united team who share a common purpose. She assesses the strengths and weaknesses of the group honestly. She is prepared to take on new ways of doing things and trials and monitors changes systematically. The lack of detail in the planning and assessment systems leave some areas of learning underemphasised. There are ineffective systems to monitor children's progress.

Partnership with parents is very good. Parents receive good quality information about the setting and the foundation stage of education. Staff make records readily accessible to all parents who are well informed about their children's achievements. Parents are involved in their children's learning as parent helpers and by contributing their knowledge and expertise to support topics. They are encouraged to contribute to children's records. Parents appreciate the quality of the care and education their children receive.

What is being done well?

- The provision for imaginative role play is very good. Staff plan activities that allow children to reinforce and explore through play the knowledge they have acquired in the topic. For example, children played in the 999 Call Centre to develop their understanding of 'People Who Help Us'. Staff played enthusiastically with the children to help them explain their telephone messages clearly.
- Children make very good progress in personal, social and emotional development. Staff create a secure environment with known rhythms and routines. Children are confident; they contribute to circle time discussions and listen to other people's contributions. They concentrate well on self-chosen activities. Staff encourage children to talk by taking seriously what they say and children reflect this in their dealings with each other.

- Staff plan regular cooking sessions for the children. They introduce children to a variety of interesting and unusual foods and cooking techniques. For example, children have prepared and eaten shepherd's pie; apple crumble; cheese and pineapple dip and tuna and sweet corn pasta. Staff emphasise healthy eating and have made up a song with the children about five portions of fruit and vegetables a day.
- Staff provide good opportunities for children to want to use reading and writing in their play. They make sure that role play areas contain a variety of real opportunities such as note books and diaries to practice emergent writing skills. They help children understand why people need to write down messages.

What needs to be improved?

- planning and assessment systems, linked to the stepping stones, that show what children will do and learn, what they achieve and what they need to do next; that are easily shared and understood; and that are clear, concise and quick to complete
- opportunities for children to explore time, place and technology
- the use of physical play apparatus to extend and challenge children
- opportunities for children to learn about the cultural diversity of modern Britain.

What has improved since the last inspection?

At the last inspection the provider agreed to give more encouragement to staff and parents to share information about children's attainment. Parents now complete an 'All About Me' sheet before admission and are reminded by notices to inform the preschool of any changes in personal circumstances that might affect a child so that the child may be appropriately supported if necessary. Staff invite parents to read their folder when they are in the group as a parent helper. Parents are welcome to take folders home to share with other family members and a page is included for them to record their own comments and observations. The arrangements promote excellent communication between carers and staff to ensure children's learning styles and individual needs are understood.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff help children feel secure. They teach good social skills and create effective systems to develop children's independence and self esteem within known rhythms and routines. They help children learn good hygiene habits. Children access play resources confidently and with enthusiasm. They play contentedly together showing good negotiating skills and concentrate well on self-chosen tasks. The very strong role play provision helps children develop an understanding of other people's needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff provide excellent role play provision and skilful questioning to encourage children to extend their language skills. Children have many opportunities to practice reading and writing for real purposes in their imaginative play. They enjoy listening to very well read stories and staff provide many attractively displayed books that children access independently. Plans are very brief and do not identify clearly what children are to do and learn and how they make progress.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Staff use incidental opportunities well to develop an awareness of number during everyday routines. However, plans do not identify how these are adapted to meet the needs of children of different ages and stages. Staff do not consistently use opportunities to extend children's skills in comparing numbers and using their knowledge to solve problems. Unclear learning objectives mean staff miss opportunities to develop children's understanding of size and shape for example when junk modelling.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many opportunities to find out about the world and staff use imaginative play well to help them develop their understanding. Imaginative cooking sessions introduce children to a variety of different foods and cooking techniques. Plans lack detail and do not show how children make progress in developing an awareness of time and place or how they learn about technology. There are insufficient opportunities for them to learn about the cultural diversity of modern Britain.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children participate eagerly in good warm-up sessions and have some interesting opportunities to move as a group. Staff lead enthusiastically and actively participate in the sessions. Plans do not show how children learn to express themselves individually through movement. Staff do not plan how climbing and balancing equipment will be used to ensure children are suitably challenged and make progress.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children have many interesting opportunities to discuss and compare tastes, textures and colours. Staff encourage them to express their opinions and they engage spontaneously in discussions with each other. Staff often provide examples of finished craft items and limited resources. This restricts children's choices and implies there is only one acceptable product. Plans do not identify how children make progress in exploring a range of different media in two and three dimensions, or in music.

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

- Develop planning and assessment systems, linked to the stepping stones, that show what children will do and learn, what they achieve and what they need to do next; that are easily shared and understood; and that are clear, concise and quick to complete
- Improve opportunities for children to explore time, place and technology
- Develop the use of physical play apparatus to extend and challenge children
- Improve opportunities for children to learn about the cultural diversity of modern Britain.

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.