

Tiger Cubs Pre-School

The Tiger Hall, All Saints Church, High Street, Lindfield, West Sussex, RH16 2HS



Inspection date 21 October 2015
Previous inspection date 18 April 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not fully understand the requirement to notify Ofsted of changes to committee members and have failed to do so. This is a breach of the safeguarding and welfare requirements and of the Childcare Register.
- Staff do not always give parents detailed information about their children's daily achievements to help them continue children's learning at home.
- Managers have not fully established opportunities for staff to further enhance their professional development to maintain the highest levels of knowledge and skills to improve outcomes for children.

It has the following strengths

- Staff have an effective understanding of how children learn. Learning is interactive and follows children's favourite themes or current interests.
- Children have a warm rapport with staff who are responsive to their needs. This helps to support their confidence and emotional well-being.
- Staff work very closely with other professionals to make sure disabled children and those with special educational needs receive the support they need. They build successful relationships with schools, which further support children's development and prepare them well for the next stage in their education.
- Children have daily opportunities to develop their understanding of similarities and differences about people in their community and the wider world.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve knowledge of the notification requirements to ensure that Ofsted is informed of all changes to committee members in order to complete suitability checks, as required 	11/11/2015
<ul style="list-style-type: none"> ■ ensure Ofsted is informed of the names, dates of birth, addresses and telephone numbers of the members of the committee. 	11/11/2015

To further improve the quality of the early years provision the provider should:

- strengthen daily information sharing with parents to support continued learning at home
- enhance opportunities for the professional development of staff to strengthen the quality of teaching even further.

Inspection activities

- The inspector had a tour of the pre-school and took part in a joint observation with the chair of the management committee.
- The inspector observed the quality of staff's interactions with children.
- The inspector held discussions with the chair of the management committee, manager and staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records of children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of the leadership and management requires improvement

Managers do not have a full understanding of all of the requirements of the Early Years Foundation Stage. They have not informed Ofsted about changes to the committee to help Ofsted ensure that all committee members are suitable for their role. This has a minimal impact on children, as these adults do not have unsupervised access to children. Safeguarding is effective. The manager and staff team are clear about the child protection procedures they must follow if they have any concerns about children in their care. Managers regularly evaluate the provision to identify what is working well and what needs to improve. They take account of the views of parents and children. Managers use regular supervision and appraisals to monitor the quality of teaching. Staff attend mandatory training, which includes first aid. However, there are fewer opportunities for staff to attend training to enhance their professional development even further. Staff have established links with other early years settings children attend. They share information about children's progress to promote continuity in their care.

Quality of teaching, learning and assessment is good

Children are eager to learn and confidently choose activities on arrival. Staff provide children with good opportunities to develop their literacy skills. For example, children take part in writing activities and learn about different letters and sounds. Staff support children's developing language and communication skills. They model language well and reinforce mathematical concepts as children engage in play. For example, children compare and contrast differences in size as they enthusiastically build their towers. Staff observe and assess children's learning and accurately monitor their development. They speak with parents before children start, to gather information about their care and learning needs. Parents attend meetings to discuss their children's progress with their children's key persons. However, staff do not always inform parents about their children's daily achievements so they can continue children's learning at home.

Personal development, behaviour and welfare are good

Staff provide clear guidance on expected behaviour. For example, they praise children's achievements, which helps to boost their self-esteem. Children develop good social skills. For instance, they listen to each other, take turns and share resources. Staff promote children's well-being. For example, children enjoy healthy snacks. They learn to balance, hop and jump and show awareness of space during physical activities. Children are encouraged to identify and assess risks for themselves. For instance, they learn about road safety when they go for walks in the local community. Children are familiar with the routines and develop good levels of independence. For example, they pour their own drinks and select toys and resources independently.

Outcomes for children are good

All children make good progress and are keen to engage in a range of challenging activities. They are being well prepared for their move on to school.

Setting details

Unique reference number	113789
Local authority	West Sussex
Inspection number	839908
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	25
Name of provider	Tiger Cubs Pre-School Committee
Date of previous inspection	18 April 2012
Telephone number	07905 099803 and 07905099802 (admin)

Tiger Cubs Pre-School is run by a voluntary management committee, made up of members of All Saints Church and parents of children at the pre-school. It registered in 1992 and operates from the first floor of the church centre in Lindfield, West Sussex. The pre-school is open from Monday to Friday during term times from 9am to 12pm. On Monday, Tuesday and Wednesday, the pre-school is open until 2.30pm and offers an additional one hour lunch session. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four permanent members of staff, all of whom have relevant qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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