

Tiger Cubs Pre-School

The Tiger Office, 122-122a High Street, Lindfield, HAYWARDS HEATH,
West Sussex RH16 2HS



Inspection date	17 September 2018
Previous inspection date	20 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
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

The provision is good

- The manager is passionate about the ongoing development of the pre-school. She is committed to taking account of the views of staff and parents to identify the strengths and areas of development. This helps to further improve outcomes for children.
- Staff offer children a range of opportunities to develop their communication and language skills. For instance, children enjoy cuddling up together under their tiger blanket to share books in the reading area. They request their favourite songs and are excited as they follow the words and actions with staff.
- Children enjoy regular trips to explore nature. For example, staff plan weekly walks in the countryside and children collect items to bring back to the pre-school.
- Parents are very complimentary of the pre-school. They talk highly of the support they staff provide them when their children join. Parents praise the care and attention staff give their families and the consistent communication they receive about their children.

It is not yet outstanding because:

- The management team has not yet fully implemented new supervision systems to allow staff to consistently share and build on their good practice.
- Staff do not yet provide enough opportunities for children to develop a detailed understanding of their own and other people's similarities and differences to help them learn about diversity in a positive way.

What the setting needs to do to improve further

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

- embed supervision systems to further develop opportunities for staff to share good practice
- increase opportunities for children to develop an understanding of their own and other people's similarities and differences to help them learn about diversity in a positive way.

Inspection activities

- The inspector observed children during activities indoors and outdoors.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with children and staff at appropriate times and looked at children's records and planning.
- The inspector completed a joint observation with the leadership team.
- The inspector met with the manager and committee to look at a range of documentation, including policies and procedures, evaluative planning, staff records of recruitment and training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

The manager and committee have developed robust procedures for recruitment, induction and ongoing training. Safeguarding is effective. Staff undertake relevant training and know their roles and responsibilities. They know how to report concerns that a child may be at risk of abuse. The manager has a good knowledge of the statutory requirements and the early years foundation stage. She regularly reviews her policies and procedures and shares these with staff to ensure that their knowledge is up to date. Staff pay good attention towards keeping children safe. For instance, they complete daily risk assessments, practise fire drills and monitor for hazards. The manager has developed strong partnerships with staff at local schools to support children with their next steps.

Quality of teaching, learning and assessment is good

There is a very relaxed and welcoming environment within the pre-school. Staff provide children with a broad and interesting range of activities that offers opportunities to explore all the areas of learning. The quality of teaching is good. Staff offer children a wide range of opportunities to develop their early writing skills. For example, children are excited as they trace numbers on the outdoor chalkboards using water and paintbrushes. They have strong hand control and coordination. Children develop strong small-muscle skills. For instance, they concentrate intensely as they decorate pinecones by squeezing coloured tissue paper into the spaces between the buds. Children are excited to use their imaginations to create their own games. For instance, they develop strong social skills as they quietly hide together under their 'magic blanket' in the garden. When staff call for them they jump out to surprise them.

Personal development, behaviour and welfare are good

Staff have high expectations of all children and know them very well. Children's behaviour is very good. Staff communicate their expectations and boundaries clearly. They have developed a personalised approach to introducing children to the pre-school. Staff work closely with each family so children feel safe and emotionally secure. Children confidently move between activities and independently access resources that they want to play with. Children listen well and maintain concentration for long periods. They take turns, share and help one another. For example, at snack time older children support the younger children to put away their cups and plates.

Outcomes for children are good

Children make good progress from their starting points. They are well prepared for the next steps in their learning and their transitions to school. Staff provide regular opportunities for children to become more confident and independent. For example, children seek out their coat pegs, self-register and sit together to independently eat their packed lunches. Children's language and communication skills are developing well. They learn new words and are eager to copy the role-modelled words offered by the staff.

Setting details

Unique reference number	113789
Local authority	West Sussex
Inspection number	10066673
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	35
Number of children on roll	28
Name of registered person	Tiger Cubs Pre-School Committee
Registered person unique reference number	RP522473
Date of previous inspection	20 June 2016
Telephone number	07905 099 803

Tiger Cubs Pre-School registered in 1992 and is located in Lindfield, West Sussex. The pre-school is open from Monday to Friday, from 9am to midday, during term times. On Monday, Tuesday, Wednesday and Thursday, the pre-school is open until 2.30pm and offers an additional one hour lunch session. There are seven members of staff, of whom five hold relevant qualifications. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years.

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