

Tiggers Pre-School

Inspection report for early years provision

Unique Reference Number 109531
Inspection date 26 March 2008
Inspector Liz Margaret Caluori

Setting Address The Youth Centre, Downsview Crescent, Uckfield, East Sussex, TN22 1UB
Telephone number 07950867437
E-mail Tiggers@ap22.com
Registered person Tiggers 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tiggers Pre-School is run by a management committee. It operates from the hall inside a youth centre in Uckfield. The group also has access to toilets, kitchen facilities and an outdoor play area.

The group is registered to care for a maximum of 30 children, aged from two to four years at any one time. There are currently 40 children on roll, including 22 who receive funding for their nursery education. Children attend for a variety of sessions. The setting welcomes children with learning difficulties and/or disabilities as well as those who speak English as an additional language.

The pre-school opens five days a week during school term times. Sessions are from 09.00 until 11.30. During the spring and summer terms there are additional sessions from 12.30 until 15.00 on Wednesday, Thursday and Friday. There is also a lunch club in operation from 11:30 until 12:15 on Monday, Tuesday and Friday.

There are seven members of staff who work with the children. Of these, four hold recognised child care qualifications and three are working towards qualifications.

The setting receives support from an advisor from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a suitably hygienic environment. This is maintained throughout the session by staff who wipe the tables and tidy up discarded toys. Appropriate nappy changing procedures are in place and staff react promptly and discretely to support children in their toileting. Children are developing good personal hygiene practices. They routinely wash their hands after using the toilet and before eating.

The setting maintains a written record of each child's dietary requirements and these are well understood by the staff serving food. Lunch time sessions are offered on some days and children who attend bring in pack lunches from home. All children are offered mid-morning snacks which are generally very nutritious and include a wide choice of organic fruit. Water and milk are also offered at snack time. Drinks are not routinely set out for children to access for themselves although they are free to ask for water at any time.

Children have access to an outdoor play area although this is not used as frequently as the staff team would like. They are currently working on plans to make this area more readily accessible. However, children enjoy a broad range of physical activities in the hall each day. They play with toys such as hoops and bean bags and are developing good co-ordination. They also have access to larger equipment including a tunnel and a slide. However, at times the close supervision and high level of adult direction minimises the benefits and level of challenge for children.

The setting has clear and well thought out procedures in place regarding the care of sick children and the administration of medicines. Children are well supported to learn about health issues through topic work such as dental health. They have also enjoyed visits from professionals such as an optician and a nurse.

Staff with first aid qualifications are present each day to ensure that children can be treated in case of an accident. The required medication and accident records are completed. In addition, statistics are collated to monitor the frequency and type of accidents with a view to taking steps to address any problems identified.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are protected by a number of well thought out and effective safety precautions in place around the setting. These include the use of walkie-talkies to allow staff to communicate easily, and safety covers in all unused sockets. Security arrangements are also very good. Anyone wanting to enter the room can be easily viewed by staff and all visitors are required to sign in and out. There is also a gate in place to ensure that children do not leave the room unsupervised.

Children are supported to learn about safety issues through the ongoing advice and reminders from staff. In addition, they take part in topic work looking at issues such as fire safety.

The setting has appropriate arrangements in place to protect children in case of a fire. Emergency escape routes are clearly identified and fire fighting equipment is fitted. Children take part in practise evacuation drills and written records are maintained.

The nursery has a appropriate child protection procedures in place and staff are clear on their responsibilities to monitor and report concerns. The manager acts as child protection co-ordinator. She has attended a basic training course and is booked to attend advance level training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

There are clear routines in place within the setting and these are very well understood by children. There are periods of free play as well as adult focussed activities. Children benefit from opportunities to interact on a one to one basis as well as in small and large groups. This helps to develop their confidence and social skills.

Activities are set out before children arrive and they choose what they would like to play with during their free play time. The group has a large amount of toys and resources available although the range set out for children to play with each session is sometimes limited. Similarly, the presentation of some activities lack inspiration and does not ignite children's imagination. As a result of these issues there are times when some children are not fully engaged. However, overall children are happy and settled in the nursery. They are very friendly and play co-operatively together. They have formed very good friendships and chat happily with their peers and with staff.

The adult focussed activities are aimed at addressing specific areas of development; however there is a tendency for staff to offer too much direction. Whilst children benefit from the high level of educational input from adults, they are not sufficiently supported to explore and investigate for themselves.

Nursery Education

The quality of teaching and learning is satisfactory. Whilst children lack sufficient support to become independent learners, they are making good progress in most areas of development. There are effective systems in place to assess and monitor children's individual progress. They are divided into to key groups for some activities and their key worker identifies the next step for each child. These are addressed in their group activities.

Children are making good progress in their communication, language and literacy skills. They frequently instigate and take part in delightful conversations with their friends and with staff. They use language very effectively to tell stories, negotiate and express their opinions. Children enjoy listening to stories which are very well read by staff. Children also choose to sit and look at books in their free play although the presentation of the book corner is unexciting and the range of books set out is limited.

Children practise their writing and pre-writing skills in both their free play and adult focussed activities. They have constant access to mark making equipment and many are able to form recognisable letters. Children are also well supported to learn letter sounds.

There are very regular opportunities for children to play with resources aimed at developing their mathematical skills. They practise their counting regularly and also enjoy sorting,

sequencing and matching activities. They are beginning to understand the basic concepts of addition and subtraction.

The support for children's creative development is less effective than the other areas of learning. They have access to a range of resources for imaginative role play although these are not set out each session. They also have very regular opportunities to take part in arts and crafts; however, the benefits of these activities are sometimes minimised by too much adult direction. This does not support children to express themselves freely.

Children are also developing a good knowledge and understanding of the world. They have access to a computer and a range of electronic toys. They take part in a range of topic based activities which help them to develop a good level of general knowledge.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Their behaviour is good and staff use appropriate behaviour management strategies such as discussion, diversion and praise. Children's individual personalities are well understood by staff and this helps them to feel confident of their place in the group.

Children play with a good range of resources that promote positive images of people from throughout the community and wider world. They take part in activities to mark a range of festivals and special days such as Chinese New Year, Diwali, Easter and Halloween.

The setting has a range of strategies in place to care for children with English as an additional language, including the use of pictorial time lines. In addition, the manager and staff team have a positive attitude towards meeting the needs of children with learning difficulties and/or disabilities. They have experience of working effectively with other professionals and preparing individual education and care plans.

Partnership with parents is good. Those whose children receive funding for their nursery education are given written information about the Foundation Stage of the National Curriculum. Staff also take time to discuss this with parents and invite them to contribute any observations from home. All parents are invited into the setting to discuss their child's progress. They are also invited to a range of social events throughout the year. In addition, parents are provided with a good range of written information about the setting. This includes newsletters as well as topic sheets which detail the work currently taking place.

Parents are given information on the procedure to follow should they wish to make a complaint. However, this process does not meet the requirements of the National Standards. The timescales for investigating complaints are not clearly understood by staff and there are currently no arrangements for maintaining a record of the outcome of complaints.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The chair of the management committee and the manager work closely together to monitor and improve all aspects of the service provided. However, the weaknesses in the delivery of activities have not been addressed and the complaints procedure does not comply with current legislation. Despite these points they have been

successful in identify several areas for improvement and have a clear and detailed development plan.

The setting has a comprehensive range of policies and procedures in place and these are reviewed regularly. All required records are maintained and are generally clear and well ordered.

Staff work very well together as a team. They are friendly, positive and committed to providing a caring environment for the children. The procedures in place to recruit staff are entirely appropriate. They are vetted to ensure their suitability and are inducted in all policies and procedures.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Following the last inspection a recommendation was made that the setting increase the resources that reflect diversity. Children are now provided with a good range of resources that promote positive images of different people from throughout the local community and wider world. This supports them to develop a respect and understanding of others.

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):

- ensure that the procedure for investigating and recording complaints meets the requirements of the National Standards and is fully understood by staff
- provide children with more opportunities to explore and investigate for themselves. (This also applies to Nursery Education).

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 opportunities for children to engage in freely chosen, expressive creative activities.

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