

Inspection of Tigers at Theale Day Nursery

16-18 Church Street, Theale, Reading, Berkshire RG7 5BZ

Inspection date: 4 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Staff implement the highly ambitious curriculum with ingenuity and creativity. They provide a serene, yet academically challenging environment, which cultivates incredibly capable and confident learners and where all children flourish. Very young babies and children are excited to arrive and are immediately drawn into the inviting and engaging experiences. Staff maintain a safe and welcoming home-from-home environment. Children are taught about safety and are actively involved in completing risk assessments. This supports children's sense of security, as they feel safe and well cared for. Staff support children exceptionally well and behaviour is exemplary. Staff skilfully support children's autonomy and consistently encourage them to make independent choices about their care and learning.

Children's interests are understood by all those that care for them, and their next steps are expertly planned for. For example, children show a distinct interest in baby dolls. They have been learning about how to care for babies needs. They brush dolls' teeth and knowledgeably talk to the dolls about why it is important to have good oral hygiene. Children use mirrors to examine their own teeth and discuss healthy food options, such as fruit. They can make the distinction between these and sugary sweets, which they label as 'treat foods'. Children's knowledge of food properties is developed through in-depth conversations held with staff during snack and mealtimes. The staff team superbly nurtures children's love for stories, books and reading. As a result, children demonstrate incredible language and understanding, which helps them to excel in their next phase of education.

What does the early years setting do well and what does it need to do better?

- Staff are very well supported in the implementing the well-thought-out and incredibly ambitious curriculum. Each specific age range and phase of education has been carefully considered and planned for in the aftermath of the COVID-19 pandemic. There is a crystal-clear focus on supporting children's social, emotional development and communication and language skills. Children are happy, settle quickly and have developed very strong bonds with key staff.
- Children benefit from an extremely broad range of learning experiences. These are meticulously sequenced to build upon the skills and knowledge that children already have. For example, young children are taught to count to 10 in all the languages that reflect the cultures and heritage of those attending. Older children can speak and understand a wide range of keywords in several languages and can identify their origin. They talk confidently about their wider knowledge and understanding of the world.
- Children demonstrate exceptional behaviour. They understand and follow simple rules, such as tucking their chairs in and lining up and waiting patiently at lunch. They are taught to be kind and considerate of one another. Staff act as excellent

roles models for positive behaviour and healthy relationships.

- The provider ensures that equality, diversity and inclusion are thoroughly embedded in policy and practice. This is clearly evident in the culture of the setting. Staff teach children to be curious in their learning about similarities and differences between themselves and others. Children demonstrate high levels of self-esteem, self-confidence and awareness, while remaining respectful, accepting and inviting to others with different needs, backgrounds and cultures to their own.
- Managers and leaders have meticulous oversight of staff well-being, workloads and the quality of care and education. There are effective policies and procedures which ensure the safe management of accidents and incidents. In addition, robust systems are in place to prioritise and support staff and children's well-being and children are taught how to keep themselves and others safe.
- Parents are true partners in their children's education and care and are highly involved in the ongoing development of the provision. They gush with praise and gratitude for the provision. They cannot comment highly enough of the management, staff and quality of education provided. Parents feel valued, listened to and completely respected by staff. They actively work alongside the management to continuously develop the provision. For example, parents voluntarily opt into voucher schemes that provide much appreciated additional resources. They are involved in agreeing priorities for development, such as creating allotments and growing beds to help improve and teach children about sustainability and ecology.
- Staff feel extremely well supported and genuinely cared for by the provider. She understands and accommodates their professional and personal needs to ensure that they are supported to manage a healthy work-life balance. For example, they have access to specialist training and well-being services. In addition, staff are celebrated and rewarded by a range of incentives that recognise and encourage their contribution to ever-increasing quality and standards.
- The provider works collaboratively with other professionals to support the care and education of their children and families. The staff team are skilled in identifying emerging needs and committed to providing early intervention and targeted support where required. For example, staff advocate for and support children with special educational needs and/or disabilities (SEND) and make swift referrals for individualised health, education and care plans.

Safeguarding

The arrangements for safeguarding are effective.

Staff's safeguarding knowledge is excellent. They are absolutely clear on their roles and responsibilities to keep children safe from harm. Staff report high levels of confidence in the procedures in place to report concerns and are aware of the whistle-blowing procedures. The managers and leaders have created a culture of safeguarding that encourages staff to be professionally curious. Vulnerable children's well-being is passionately planned for. Staff remain alert to any and all signs of abuse and understand the risks and indicators of safeguarding matters,

such as the 'Prevent' duty and female genital mutilation.

Setting details

Unique reference number	511193
Local authority	West Berkshire
Inspection number	10281797
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	76
Number of children on roll	110
Name of registered person	Tigers at Theale Limited
Registered person unique reference number	RP905141
Telephone number	0118 9303000
Date of previous inspection	17 April 2018

Information about this early years setting

Tigers at Theale Day Nursery, formally Brightstart, registered in 1994. The nursery is open from 7.30am until 6pm on Monday to Friday, for 51 weeks of the year. The nursery is in receipt of funding to provide nursery education for children aged two, three and four years. The nursery employs 28 staff who work with the children, 22 of whom hold an appropriate early years qualification between levels 2 and 6.

Information about this inspection

Inspector

Leanne Merritt

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the intention of the provider's early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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