

Inspection of Tiggers Nursery School

Dunton Green Primary School, London Road, Dunton Green, SEVENOAKS, Kent
TN13 2UP

Inspection date: 27 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this inspiring nursery. Staff create a community where children and families are at the heart of everything they do. Leaders work tirelessly to ensure that children receive the best possible early years experience. Partnership working is exceptional. Staff build trusting relationships with families and offer them support in abundance.

Leaders' passion to deliver an ambitious and challenging curriculum is infectious. There is a clear focus on children's well-being and making sure they develop a sense of belonging. All staff share the same vision and put it into practice in collaboration with children. For example, they involve children in planning and include their ideas and interests. This means that children help to shape an exciting curriculum that ignites their enthusiasm and passion for learning. Children make excellent progress from their starting points.

Children's behaviour is exemplary. They are kind and considerate to their friends. Staff are excellent role models, and children are keen to follow their lead. For example, when children approach an adult for support, their friends intervene to give them help. Children are excited to be the daily helpers. They take on responsibilities such as serving snack and tidying up. Children are proud when staff give them a kindness stamp from the nursery therapy dog. Staff help them develop empathy and excellent life skills from a young age.

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

- Staff create an environment full of innovative and exciting learning opportunities for children. For instance, children look at a vase of daffodils and paint still life pictures. Staff talk to them about different parts of the flower. Other children design their own flowers and count how many petals they have selected. Children's learning is incredibly well sequenced and builds on what they can already do.
- Children develop a love of learning through purposeful play. Staff are quick to recognise when to interact and extend children's learning. They also understand when children need time to play uninterrupted with their friends. This fosters children's friendships and social skills. As a result, children become deeply engaged in their play and learning.
- Staff go above and beyond to make every child feel welcome. They value and celebrate every family and embody their culture and family values. For instance, staff create an airport departure lounge so children can explore different countries around the world. Parents come into nursery and share information about life in countries such as Pakistan, Turkey and Ireland. Children explore cultures through food, stories, singing and dancing. Children learn about the

exciting and diverse community that they live in.

- Support for children with special educational needs and/or disabilities (SEND) is excellent. Staff work tirelessly with other professionals so that children get the support they need. They help parents access services in the community, such as speech and language therapy sessions. Staff develop a whole-team approach to create personalised activities. This ensures that no child is left behind in their learning and gaps are closed. Children make rapid progress against their targets.
- Partnership working is excellent. When children attend other settings, staff are instrumental in building a sharing culture. For example, they create a three-way dialogue between settings and parents to enhance communication. They share their knowledge and positive strategies with everyone to support development. This ensures that children receive the best possible care and continuity in their learning.
- Leaders think carefully how to spend funding to provide children with a full and rich curriculum. For instance, they have built a quarry area in the garden so that children can embark in risky play in a safe manner. A new outdoor literacy area provides a calm space for staff to work with small groups. This means that all children can access an exciting learning environment.
- Staff have built superb relationships with local schools that children will attend. They visit schools with children and invite teachers into the nursery. Teachers feed back that the excellent work that staff do helps children to seamlessly settle into school. They arrive with enthusiasm and ready to face new challenges. The nursery prepares children extremely well for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	127717
Local authority	Kent
Inspection number	10375938
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	
Number of children on roll	29
Name of registered person	Creasey, Katherine
Registered person unique reference number	RP511904
Telephone number	07939957557
Date of previous inspection	9 May 2019

Information about this early years setting

Tiggers Nursery School registered in 1994 and is located in the grounds of Dunton Green Primary School in Sevenoaks, Kent. The setting is open Monday to Wednesday from 8.40am to 5pm and Thursday and Friday from 8.40am to 3pm during term time only. The setting provides funded early education for two-, three- and four-year-old children. The setting employs six members of childcare staff, five of whom hold relevant early years qualifications at level 3 or above. This includes one member of staff who has an early years degree at level 6.

Information about this inspection

Inspector

Jennie Winchcombe

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector and the manager carried out a joint observation of a mathematics activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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