

# Inspection of Tiger Club

Nabb Junior and Infant School, Cartworth Road, HOLMFIRTH, West Yorkshire HD9 2RG

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Inspection date:

7 February 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Not met (enforcement)**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

Children do not have a designated key person who builds a partnership with their parents or tailors care to their individual needs. Staff do not know children well enough to ensure that their needs are met, including those children with special educational needs and/or disabilities (SEND). Overall, interactions between staff and children are poor. Despite this, the majority of children are content and settled in the club. In general, they behave well. However, their sense of security is misplaced due to weaknesses in safeguarding. Children enjoy choosing from a wide range of resources. They engage in physical play, such as riding bicycles and climbing on tyres. They like painting and baking. Children enjoy role play with baby dolls. They use construction toys to make spaceships.

Since the COVID-19 pandemic, staff have prioritised cleanliness and hygiene routines at the club. Children wash their hands on entry before doing anything else. The environment, resources and equipment are clean. The pandemic has had a significant impact on staffing, and the leadership and management of the setting. New leaders are working with the local authority to develop action plans. Some changes have been made to improve children's safety during the school collection and outdoor play. However, other actions are not implemented quickly or effectively enough to deliver the significant improvements required.

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

- Leaders do not ensure that policies and procedures to safeguard children are kept up to date in line with the guidance and procedures of the local safeguarding partnership. Leaders have not trained new staff to understand their safeguarding policy and procedures or ensured they have up-to-date knowledge of safeguarding issues.
- New staff have not had suitable induction training to help them understand their roles and responsibilities. Leaders do not provide staff with appropriate training and professional development opportunities to help them deliver high-quality care and development experiences for children. Leaders do not have suitable arrangements in place for the supervision of staff to provide support and coaching. They do not promote a culture of mutual support and teamwork.
- Children do not have an effective key person to make sure their care is tailored to meet their individual needs. Lack of communication with parents and school means that staff do not know enough about children's development or interests. Parents do not know what activities are on offer for their children or what measures are in place to keep their children safe.
- Staff do not engage children well and overall, interactions are poor. This means that at times, children become restless and move between resources with little

interest. On occasions, this gives rise to unwanted behaviour such as throwing toys. Staff remind children of the club rules. However, these are sometimes forgotten. For example, noise levels soon increase and staff and children shout to be heard. This creates an extremely loud environment where staff and children struggle to be heard or to concentrate.

- Leaders have not implemented effective arrangements to support children with SEND. They do not liaise with parents or relevant professionals to ensure that children's individual needs are met. Children do not receive good levels of support from staff. This means that most of the time, children play alone and do not benefit from positive interactions.
- Overall, parents are positive about the club. They say that their children enjoy time with their friends and have opportunities to mix with older children. Parents say that staff are enthusiastic and they appreciate the service they provide.
- The majority of children play happily with their chosen friends. They enjoy activities, such as sewing and dressing up. Staff celebrate special occasions with them, such as making pizzas when it is a child's birthday.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure that policies and procedures to protect children are kept up to date. Leaders have not trained new staff to understand their safeguarding policy and procedures or ensured they have up-to-date knowledge of safeguarding issues. Despite this, staff demonstrate a suitable knowledge of how to keep children safe. They can identify signs of possible abuse and neglect. From their experience in previous roles, they know the procedures to follow if they have concerns about a child or an adult. Staff help children to understand how to keep themselves safe, such as only accessing media and materials that are suitable for their age.

## What does the setting need to do to improve?

**The provision is not meeting requirements and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	Due date
ensure that policies and procedures to safeguard children are kept up to date in line with the guidance and procedures of the local safeguarding partnership	07/03/2022

train new staff to understand the club's safeguarding policy and procedures and make sure they have up to date knowledge of safeguarding issues	07/03/2022
provide new staff with suitable induction training so that they understand their roles and responsibilities	07/03/2022
provide staff with appropriate training and professional development opportunities to help them deliver high-quality care and development experiences for children	07/03/2022
put in place effective arrangements for the supervision of staff to provide support and coaching and promote a culture of mutual support and teamwork	07/03/2022
provide children with an effective key person to make sure children's care is tailored to meet their individual needs; and to develop successful partnerships with parents and the school that facilitate effective communication about children's needs and interests	07/03/2022
ensure parents know what activities are on offer for their children and what measures are in place to keep their children safe	07/03/2022
support staff to develop positive interactions with children so that children are engaged well in motivating and stimulating experiences and incidents of unwanted behaviour are minimised	07/03/2022
implement effective arrangements to support children with SEND, including liaising with parents and other relevant professionals to ensure that children receive good levels of support and their individual needs are met.	07/03/2022

## Setting details

<b>Unique reference number</b>	311368
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10221871
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Tiger Club Committee
<b>Registered person unique reference number</b>	RP526661
<b>Telephone number</b>	07500280860
<b>Date of previous inspection</b>	18 October 2016

## Information about this early years setting

Tiger Club registered in 1984. The club employs four members of childcare staff. The manager holds an appropriate early years qualification at level 3. The club opens Monday to Friday from 8am to 9am, and 3.30pm to 5.30pm, during term time only.

## Information about this inspection

### Inspector

Nicola Dickinson

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector discussed how the manager organised different activities.
- Children spoke to the inspector throughout the inspection.
- The inspector considered parents' feedback and discussed working with different families with the manager.
- The inspector observed interactions. She talked to the manager about how they evaluate the provision.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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