

Inspection of Tiggers @Cirencester

64 Victoria Road, Cirencester, Gloucestershire GL7 1ES

Inspection date:

14 April 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Although children enjoy their time at the nursery, their safety and well-being are compromised. Management and staff do not safeguard children effectively and ensure their safety at all times.

The whole nursery is going through a refurbishment to create more natural play spaces for children. Children have well-resourced indoor and outdoor play spaces. Babies have new wooden fencing shielding them from the car park. They also have new climbing, sliding and balancing equipment outdoors. They enjoy climbing up the steps and then sliding down the slide.

Toddlers play with real food. They use coloured cereal to fill and empty containers, counting with staff how many spoonfuls they need. Others shape mushy peas around wooden sticks to make pretend lollies. However, on occasion, staff do not support quieter children who want to join in activities.

Pre-school children share books. They talk about the story and recall the names of different characters. They make suggestions about what might happen next. In the outdoor area, some children play cooperatively. They use their imagination as they fill the pretend cement mixer, explaining that they are building a house. Sometimes, staff do not provide clear messages to help children understand expectations for safe behaviour.

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

- The nursery has recently had some staff changes. The management team does not always make sure that staff are deployed effectively to maintain children's safety and well-being, especially in the event of an emergency. This is particularly the case between 7.30am and 9am. This puts children at risk of harm.
- Staff focus on supporting children's communication and language. Staff recognise that some children are not speaking as well as they could and need extra support. All staff use signs as well as words to help children understand what is being said. When children are learning English as an additional language, staff ask parents for common words in home languages for them to use in the setting. Children are becoming confident talkers and communicators.
- Babies have access to many sensory resources and activities. Staff have a song bag with prompts for favourite rhymes. They share these with the babies and help them learn the songs. As staff concentrate on children near them, they do not notice quieter children. They miss opportunities to encourage some children to come and join in.
- Toddlers explore indoors and outdoors. Staff use children's interest in a favourite

story about going on a bear hunt well. They encourage the children to retell the story as they move about the outdoor area, searching for the 'bear'. Indoors, children can choose what to play with. While some take part in activities, others wander about and are not noticed by staff. Staff do not support children's motivation to learn as well as they could.

- Staff do not consider how best to help children when there are changes in the routine. For example, at lunchtime, some staff start cleaning the room and sorting tables for lunch. Others try to get the children interested in singing rhymes. However, some children do not understand what staff want them to do. They ignore the staff and continue playing or throwing the toys about in another room. This distracts other children's learning and enjoyment of activities.
- The management team and staff aim for high expectations for children's behaviour. However, staff are not always successful in using strategies to support children's understanding of expectations. For example, in the pre-school room, staff use a shaker to let children know they need to be quiet. However, some staff continue to respond to children's questions, so children are not sure what to do. At other times, children ignore staff when they ask them to return to the side of the outdoor area that is being used.
- Parents say that children enjoy their time at the nursery. Although they still drop children off at the door as a precautionary measure for COVID-19, they can now collect children from their base rooms at the end of the day. Staff make sure they share photographs with parents about children's activities during the day. Parents comment that they can see their children settle well and have fun.

Safeguarding

The arrangements for safeguarding are not effective.

The management team makes sure that staff update their safeguarding training. However, this is not followed up to make sure that staff know the procedures for keeping children safe. Some staff do not know the correct procedures for recording and referring concerns. Other staff fail to follow risk assessments to ensure their own and children's safety. For example, they use one hand to lift stacks of wooden chairs over the heads of seated children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
make sure that the deployment of staff supports children's needs and keeps them safe, including in the event of emergencies	12/05/2022

ensure that all staff understand and recognise how to record and refer concerns about the welfare of children in line with Local Safeguarding Children Partnership guidance	12/05/2022
make sure that staff understand their roles and responsibilities to keep all children safe, with particular regard to following and implementing risk assessments	12/05/2022
ensure strategies for managing behaviour focus on positive support to help children manage their feelings, understand how to keep themselves safe and help them to learn what is expected of them.	12/05/2022

Setting details

Unique reference number	EY426748
Local authority	Gloucestershire
Inspection number	10230965
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	64
Number of children on roll	85
Name of registered person	Tiggers Nurseries Ltd
Registered person unique reference number	RP530593
Telephone number	01285 654000
Date of previous inspection	5 July 2017

Information about this early years setting

Tiggers @Cirencester registered in 2011. It is located in Cirencester. The nursery is open Monday to Friday between 7.30am and 6pm, all year round. A team of 21 staff care for children. Of these, one holds qualified teacher status and two hold early years professional status. Another 10 members of staff hold appropriate childcare qualifications, one at level 5, seven at level 3 and two at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The owner/manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.

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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