

Inspection of Tigers Childcare

3 Bodley Way, London, Southwark SE17 1FN

Inspection date: 22 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress at this well-resourced and welcoming setting. Although children do not always have their key person caring for them, other staff know children well. Staff identify what children can do already and plan for what they need to learn next. As a result, children engage in challenging activities that successfully extend their learning. Children benefit from staff's nurturing approach. Staff offer consistent interactions, including gentle reminders about their expectations of children's behaviour. As a result, all children behave well and actively join in the daily routines. Children are kind to each other and understand about their differences. They build strong friendships and have fun playing simple games together. Babies enjoy lots of tactile experiences. They explore how oats feel on their hands and develop their physical skills as they use spoons to scoop them into pots. Children enjoy playing imaginatively with their friends. Toddlers dress up and imitate cooking while playing in the home corner. Older children pretend to be superheroes as they jump off the climbing frame while being supported by staff. This helps them to learn about taking risks in a safe way during their play. Older children develop good mathematical skills. While making necklaces, children sort painted pasta tubes into colours and accurately count them. Staff demonstrate how to thread the pasta onto the wool. Children copy staff and show that they are active learners. They concentrate well, keep trying and are pleased with their achievements.

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

- The provider has faced significant challenges relating to staffing issues. They have recently taken prompt action to appoint two acting managers to be responsible for childcare and administration. Arrangements for agency staff to attend on a long-term basis further promote continuity of care for children. All children have a named key person and, despite staffing issues, children appear settled and emotionally secure.
- Parents say that their children are happy and have made good progress in their learning, particularly with their speech and language. They comment that their children sing songs at home which they have learned at the setting and talk about their friends.
- Some parents comment that they would prefer to be permitted to go back into the nursery rooms, as currently handovers still occur at the main door due to the COVID-19 pandemic. This means that parents are sometimes unaware of changes of staff, and the flow of information sharing is less effective.
- Methods of information sharing between managers and staff are sometimes less effective. For example, some staff are less knowledgeable about children's home languages or the progress of assessments for children who have additional needs. This hinders staff in providing more targeted support to extend children's

learning further. Whole staff team meetings have become less frequent. However, improvements have been made to ensure information about children's specific care needs is now known to all staff.

- Children develop their physical skills well during outside play. They develop their coordination while using a range of wheeled toys and confidently climb on the large frame.
- Children's individual dietary needs are known and respected. They enjoy sociable mealtimes and talk about the fruits they like to eat at snack time. Children develop good personal independence while serving their own meals. They are pleased with their achievements when they peel satsumas by themselves. Staff encourage children to count the different fruits and how many segments of satsuma they have. This sparks children's interest in the foods they eat and promotes healthy eating habits.
- Staff are mindful of the sequence in which they want children develop their skills. They share information with parents to support children's learning and development at home, including toilet training. Staff work closely with parents to support their children to settle in. They are sensitive to the needs of children and their families.
- Overall, children are supported effectively in developing their communication and language skills. Staff read stories, sing songs and constantly talks to children during play. They use gestures and objects to aid communication with children who have additional needs. Some staff also speak French with children to support them in learning their home language and English. As a result, children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities to support children's safety and welfare. They have completed relevant safeguarding training. Staff have a secure understanding of the possible signs that a child could be at risk of harm and know what to do if they have concerns about a child's welfare, or if an allegation is made against staff. Appropriate vetting, recruitment and supervision arrangements are in place to ensure staff's ongoing suitability to work with children. The security of the premises has been improved and staff ensure that the setting is clean and well maintained to promote children's safety.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- promote better communication and information sharing with parents, especially when any staff changes occur
- promote effective communication between staff and managers to ensure that

staff are kept well informed about the individual needs of the children in their care.

Setting details

Unique reference number	2567271
Local authority	Southwark
Inspection number	10231270
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	124
Number of children on roll	101
Name of registered person	Tigers Childcare Limited
Registered person unique reference number	2567270
Telephone number	020 3795 7685
Date of previous inspection	Not applicable

Information about this early years setting

Tigers Childcare registered in 2020 and is located in the Elephant and Castle area of the London Borough of Southwark. The nursery is open for 51 weeks of the year from 7am to 7pm, Monday to Friday. Early education funding is offered for children aged two, three and four years. The provider also opens on some weekends to offer childcare events. There is a team of 18 staff. Of these, five hold qualifications at level 7, and 10 hold qualifications between level 2 and 4. The nursery is supported by the provider and quality assurance managers who regularly work at the setting. It is part of a nursery chain run by the provider.

Information about this inspection

Inspectors

Jo Geoghegan
Laura Brewer

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 acting manager and the inspector completed a learning walk together to discuss the curriculum offered and how the setting is organised.
- The inspector held discussions with staff, parents and children and took account of their views.
- The inspector sampled a range of required documentation, including children's records, staff's vetting and recruitment records and their qualifications.
- The inspector and the acting manager completed a joint observation during an activity and assessed the impact of teaching on children's learning.

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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