

Inspection of Tiny Tigers Day Nursery Ltd

Gorse Cottage, London Road, East Grinstead, West Sussex RH19 1QF

Inspection date: 13 June 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 Good

What is it like to attend this early years setting?

The provision is good

Children are enthusiastic about coming into the setting and enjoy playing with friends. Newly enrolled children settle in within weeks and form secure bonds with key persons. For example, babies cuddle up to their key persons as they are being read to. Older children confidently express themselves and are friendly towards staff and visitors. They ask and answer questions during activities and clearly follow instructions. For example, they discussed features of items they brought in from home and answered questions posed by their friends. This further builds their confidence and ability to express their thoughts.

Children behave well and are respectful towards friends, staff and visitors. They take turns and wait patiently when required. They play and explore within a safe and secure environment, using resources and equipment appropriately. For example, children said 'thank you' to staff when handed snack bowls and allowed other children to come in front of them as they lined up in single file. They show a high level of concentration and problem-solving skills during activities. For example, children replaced their scoops with spoons when the level of shaving foam in a bowl reduced and they could no longer scoop it. Staff recognised the children's initiatives and gave lots of praise. This encourages children to persevere at their chosen task. Room leaders have a clear aim of what children should be learning and the plan is ambitious for all children.

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

- Staff support children to make decisions and choose what they want to do next. For example, children were asked to choose between playing 'dough gym' or a show-and-tell activity after snack time. They voted by raising up their hands when their preferred option was mentioned, and the majority wish was granted. Therefore, children are learning not only to make choices but also to understand the principles of democracy.
- Staff know children well and provide activities that they tailor to the needs of each child. They have high expectations of all children, including those with special educational needs and/or disabilities (SEND). Consequently, staff plan appropriate next steps that propel children to the next stage in their development. For example, toddlers receive opportunities to practise small-muscle skills in preparation for learning to hold pencils successfully in the pre-school.
- Staff consistently read to children and use all opportunities to communicate with them, including at mealtimes. For example, picture books were read to babies and the practitioner made sounds identified with animals in the book. Babies copied the sounds and pointed at the animals. However, sometimes, staff ask questions and answer them without giving children the opportunity to process

what has been asked. Furthermore, staff sometimes mispronounce words, such as by saying 'doggy' instead of 'dog'. This does not always help to enhance children's communication and language skills.

- Staff are conscious of the uniqueness of each child and use different sources of information to determine what should be taught. For example, they observe children regularly, seek information from parents and follow the child's interests. This means that all children continue to receive the individual support they need to make the progress they can.
- Children with SEND and their families receive support from staff and leaders to access help as early as possible. Staff support children with SEND to be included in activities with other children. This helps to quickly bridge the gaps in learning.
- The management team is very supportive of staff. For example, they complete regular supervision and appraisals. They enhance personal and professional development opportunities, such as by identifying and facilitating required training.
- Staff work in partnership with parents to help ensure continuity of learning both at home and at the setting. Parents confirm that they have been well informed by staff of children's activities and progress. They are happy with the service they receive and express that their children are making good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team ensures that newly recruited staff are vetted through Disclosure and Barring Service checks, and ongoing suitability is monitored through the update service. Staff have a secure knowledge of safeguarding procedures and are aware of wider aspects of safeguarding, including radicalisation and extreme cultural practices. Furthermore, staff are aware that they should contact outside agencies if they have raised concerns and they have been ignored by leaders. Staff undertake effective risk assessment and ensure that children know how to keep themselves safe. For example, staff use red utensils for children with allergies and children listen to and follow instructions that staff share with them about their own personal safety.

What does the setting need to do to improve?

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

- strengthen staff's interactions with children to further enhance children's communication and language skills.

Setting details

Unique reference number	EY366771
Local authority	West Sussex
Inspection number	10244097
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	1 to 4
Total number of places	63
Number of children on roll	84
Name of registered person	Tiny Tigers Day Nursery Ltd
Registered person unique reference number	RP527557
Telephone number	01342 303424
Date of previous inspection	2 August 2017

Information about this early years setting

Tiny Tigers Day Nursery Ltd registered in 2008. The nursery opens each weekday for 51 weeks of the year. Opening times are from 7.15am until 6.15pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 14 staff, of whom 11 hold recognised early years qualifications, including two members of staff who have qualified teacher status.

Information about this inspection

Inspector

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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 took that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector held a leadership and management discussion with the manager and her deputy.

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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