

# Inspection of Little Tigers Day Nursery

Little Tigers Day Nursery, Ravensthorpe Primary School, Brigstock Court,  
PETERBOROUGH PE3 7NB

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Inspection date: 23 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive eagerly to start the day with their friends. They separate from parents confidently and smile broadly as kind staff greet them. Children build strong bonds with staff and show that they feel safe and secure in their care. They listen to staff and follow simple instructions. Babies are very well settled. Nurturing staff ensure that their needs are met promptly.

Children receive lots of encouragement to make choices as they play. They show good levels of attention as they choose to squeeze paint bottles. They are enthralled as the paint pools in the palettes. Children explore paint using a variety of brushes, sponges and their hands. They discover what happens as they mix colours and make marks on paper, hearing and repeating words, such as 'splat', as staff introduce new vocabulary that describe their actions.

Children behave well. They receive clear explanations from staff that help them learn to share and take turns as they play. Staff act as good role models and show children the utmost respect. For example, they consistently seek children's consent to change nappies, wipe noses and wash hands before mealtimes. This helps children build good levels of self-esteem and supports their understanding of good hygiene routines.

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

- Leaders provide staff with a clear, sequenced curriculum across all areas of learning. Staff receive regular and appropriate training that enables them to deliver the curriculum well. Leaders have an accurate understanding of the strengths in staff practice. They know where to focus plans to help staff improve and develop their skills. Leaders make effective use of additional funding children may receive, such as early years pupil premium.
- During the COVID-19 pandemic lockdown periods, leaders kept in regular contact with children and their families. Staff provided a range of ideas and activities that helped parents continue to support children's learning at home, such as videos of staff reading stories and singing songs that were familiar to children.
- Staff take time to get to know children and their families very well. They plan and adapt activities and experiences that reflect children's individual interests and stage of development. Children engage well in activities, showing sustained concentration. For example, they know where to find additional lengths of wood to help build a bridge and show cooperation with other children as they join in with established play.
- Children engage in conversation with staff with ease. They share their ideas and home experiences confidently. Staff help children to develop good

communication and language skills. They read stories to children throughout the day. Children sing songs and rhymes spontaneously as they play. Staff introduce new words and phrases that help children develop their understanding and vocabulary. Staff working with babies sensitively mirror babies' early speech sounds and model words that help them understand and start to communicate.

- Staff working with children with special educational needs and/or disabilities receive training and support to understand children's specific needs. They notice and act promptly when children may need additional support. Staff work closely with parents and other professionals to plan for each child's specific needs.
- Parents are very positive about their child's experiences at the nursery. They state that communication with staff and leaders is very strong. Parents comment that they know who their child's key person is. They know what their child needs to learn next and how they can support ongoing learning at home. Parents value the family community the nursery provides. They notice the progress their children make and feel they are well prepared for the move to school.
- Staff say that they enjoy working at the nursery and that they are well supported to develop their practice. They feel valued by leaders and state that their workloads are manageable to ensure they enjoy a good work and home life balance.
- Children thoroughly enjoy playing outside. They explore sand and water, learn how to grow vegetables and run and climb on age-appropriate apparatus. However, sometimes staff do not consistently extend children's learning in the outdoor environment.
- Although staff place a high focus on supporting children's communication and language development, they do not always understand how background distractions can affect children's ability to listen, hear and concentrate.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training about child protection and wider safeguarding issues. Staff confidently fulfil their role to keep children safe from harm. They know the possible indicators of child abuse and neglect and what to do should they have any concerns about a child's welfare. Staff understand wider safeguarding issues, such as peer-on-peer abuse and the risks to children of hearing extremist views. Leaders implement robust recruitment processes that help to assure the suitability of adults working with children. They make regular checks to assure staff's ongoing suitability. Staff demonstrate a thorough understanding of the provider's whistle-blowing procedures.

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

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

- enhance the quality of teaching when children are outside to enable them to have equally high-quality experiences outdoors as those of the indoor learning environment
- help staff understand the impact of background distractions, to provide children with a learning environment that supports their speech development.

## Setting details

<b>Unique reference number</b>	EY392716
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10251712
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	206
<b>Name of registered person</b>	Little Tigers Ltd
<b>Registered person unique reference number</b>	RP902586
<b>Telephone number</b>	01733 330 630
<b>Date of previous inspection</b>	26 October 2016

## Information about this early years setting

Little Tigers Day Nursery registered in 2009. The nursery employs 21 members of childcare staff. Of these, 16 hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gail Warnes

## 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.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of group activities.
- Parents shared their views of the nursery with the inspector.

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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