

Inspection of Little Tigers

8 Lakeside Drive, London NW10 7GS

Inspection date: 13 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive confidently and are greeted by warm, caring staff. Children are polite, and staff encourage them to be independent. For example, they pour their own drinks and help to tidy up. Staff deployment is not organised well. Staff move around the nursery frequently, which means that children are not always able to build a strong bond with their key person. Children enjoy playing with the resources provided and are able to explore freely. Staff are attentive to children's needs. Children show positive behaviour. They tidy away after play. This means that children develop a sense of responsibility and learn the importance of managing risks.

The newly appointed manager has made a lot of changes to the setting and how staff plan for children's learning. However, this is not yet fully embedded into practice and understood by all staff. Therefore, staff do not always provide activities and experiences that target children's developmental needs, to support them to make good progress in their learning. The quality of teaching is variable. Nevertheless, children do enjoy some of the activities and opportunities provided by staff. Younger children develop an understanding of colour and size as they enthusiastically build train tracks and learn the colours of each train carriage.

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

- The provider has been dealing with staffing changes and has recently appointed a new manager. Recent changes in staff mean that the new manager has not yet ensured that there is an ambitious and well-sequenced curriculum embedded into practice. While the new manager has positive ideas about what staff want the children to achieve and how they are going to do this, these are not yet understood by some members of staff. Some staff are not sure of the intentions for children's learning, and sometimes interactions lack focus.
- A lot of children who attend the nursery are learning English as an additional language. Staff want to help support their communication and language development and have learned some key words in the home language of some children. However, on occasion, some staff are uncertain what language children speak at home. Despite this, children are starting to seek staff out for support and reassurance. They demonstrate that they are beginning to feel secure as they smile warmly at staff and include them in their play.
- Staff work with parents to capture children's starting points during children's first settling-in session. This includes information about their likes, dislikes, routines and development. Staff deployment is not effective. Staff are frequently moved in and out of rooms several times each day. This disrupts teaching and negatively impacts on new babies settling in, and children's emotional development.

- Staff support children's mathematical development well. Two-year-old children are learning to match colours, count objects with one-to-one correspondence and recognise different sizes as they make round balls and cut shapes in the dough.
- Partnerships with parents are not good enough. Some parents say that they do not know who their child's key person is. The key-person system is not effective. It does not help all children to settle in, through building a settled relationship with every child and ensuring good communication with parents.
- Children develop an understanding of how to lead a healthy lifestyle. They have daily opportunities for fresh air in the well-resourced garden. Staff play games with the children to encourage them to run and move their bodies. Children are provided with nourishing, freshly cooked meals.
- Children with special educational needs and/or disabilities are well supported. The new manager works in partnership with other agencies and parents, and puts strategies in place to support their development and secure the funding needed.
- Staff support babies' sensory exploration well. Older children begin to engage in role play with others. They choose their favourite dressing-up clothes and pretend to cook meals for the staff. Children behave well. They play cooperatively with their friends, for example in the home corner and while playing with construction toys.
- The new manager has a comprehensive improvement plan in place. This includes plans to develop the curriculum for all children, improve the key-person system and establish a more consistent staffing team. She and the provider are taking positive steps to develop and improve the quality of the nursery. This includes more robust procedures for supervisions, monitoring children's development and having a more in-depth and structured recruitment and induction for all staff so that they can be confident in their role.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand what they must do if they are worried about a child's welfare. They are knowledgeable about the signs and symptoms that could indicate a child is at risk of harm. Staff know the procedures to follow if they have a concern about a child or if an allegation is made against a member of staff. Staff have recently completed safeguarding training. Staff complete effective risk assessments of the indoor and outdoor environment. The manager tracks accidents and incidents and makes the necessary changes to ensure that the setting remains safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff are clear about what children already know and can do, and use this information to plan effectively so that children benefit from appropriate experiences that better support the next steps in their learning	28/02/2023
strengthen the key-person system and information sharing with parents to ensure all parents know their child's key person and next steps in learning	28/02/2023
improve staff deployment to help establish routines, improve organisation, and provide consistency for children that allows them to build strong relationships with their key person.	28/02/2023

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

- enhance staff knowledge of how to support children who speak English as an additional language, to enable them to focus their support on helping to boost all children's communication and language development skills.

Setting details

Unique reference number	2658593
Local authority	Brent
Inspection number	10265796
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	92
Number of children on roll	60
Name of registered person	Little Tigers (Park Royal) Limited
Registered person unique reference number	2658594
Telephone number	07931 371960
Date of previous inspection	Not applicable

Information about this early years setting

Little Tigers registered in 2022 and is situated in Park Royal, in the London Borough of Brent. The nursery operates on weekdays from 7.30am to 6pm, for 51 weeks a year. It employs 12 childcare staff, 10 of whom hold appropriate early years qualifications. The nursery provides free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anahita Aderianwalla

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 inspector observed care routines and teaching, to assess the impact of these on children's learning and development.
- The manager and the inspector completed a learning walk to discuss the nursery's ethos and approach to early education.
- A joint observation was conducted by the inspector and the manager to assess how well the manager monitors the quality of teaching.
- The inspector spoke with staff, children and parents and took account of their views.
- The inspector viewed a sample of documentation, including evidence of staff suitability.
- The inspector spoke with the manager and the provider.

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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