

# Inspection of Tigers Childcare

3 Bodley Way, London, Southwark SE17 1FN

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Inspection date: 5 July 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Staff are welcoming and children enter the nursery happily. Some children settle quickly by selecting resources to play with. However, many children quickly lose interest in the activities on offer and wander around the room from one area to another. The manager has a clear understanding of the educational programme and what she intends children to learn at the nursery. However, this is not shared effectively with staff and, as a result, children do not engage in meaningful learning. The variable quality of teaching means that many children are only sustaining their concentration briefly before moving on to something else.

The staff team do not have a shared understanding of how they expect children to behave and, as a result, nor do the children at the nursery. When children know what is expected of them, they follow instructions happily. For example, they line up to wash their hands in preparation for snack and mealtimes. During free-flow and adult-led activities, staff pay more attention to the children that are the most vocal. Staff do not consistently refer to the 'golden rules' of the setting and children are not consistently taught how to take turns and share things with their peers. For example, during an activity, some children have several opportunities to have a go, while others have to wait and some have lost interest by the time they get a turn.

Young children and babies are beginning to develop their confidence and explore the play environment independently. Staff quickly support them when they are using the wooden play equipment. Staff hold out a hand for the child to take and use gentle verbal praise and encouragement. They ensure that babies have opportunities to practise their physical skills while staff keep them safe and they feel secure. Children seek reassurance from familiar staff if they feel unsettled.

Staff do not support children to develop bodily autonomy. Staff pick up and take children to the bathroom or move them to activities without indicating what they are going to do. As a result, children are not supported to develop an awareness of self-respect and control over their body.

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

- The learning and development needs of children are not met. The staff offer activities for the children to engage in, however, they do not ensure that they meet the needs of the different ages and stages of the children present. Children of different abilities, including children with special educational needs and/or disabilities (SEND), are left to play, with minimal input from staff. Staff's interaction with children is of variable quality. Some engage well and speak softly with the children, but many opportunities for learning are frequently lost. Overwhelmed staff spend time with the children who demand their attention

most, while other children are frequently left to amuse themselves.

- The nursery has an inconsistent approach to behaviour management. Some negative behaviour is addressed by staff, although not always straight away. Some staff encourage children to use 'kind hands' and 'indoor voices'. However, most behaviour issues go unchecked or are insufficiently managed. For example, children disturb their peers when they are trying to sleep. In some rooms, the noise levels have a negative impact on the ability of children who are engaged to learn.
- The nursery works closely in partnership with outside professionals, such as speech and language therapists to assist children, with SEND. However, the nursery does not always identify children who may have SEND, including children who have difficulty in regulating their behaviour. Not all staff are knowledgeable about the needs of the children who attend and, as a result, teaching is not well targeted or reviewed and children are not achieving the best possible outcomes.
- Children enjoy a variety of fruit at snack time and children know they must wash their hands before eating. Staff offer young children fruits of different textures and tastes and introduce new vocabulary such as 'sweet' and 'sour'. At lunchtime, staff adopt an inconsistent approach to serving food. Some use single spoons to serve all the children, but at other times children help themselves from trays of food left on the table unchecked. Children were observed to pile up their plates and start eating with the serving spoon. Children who take packed lunches to nursery, sit and wait for some time for staff to bring their lunches. Some staff sit with the children and use the opportunity to talk about healthy choices and children readily join in these conversations.
- In the main, parents are happy with the nursery. The information obtained from parents when settling children into nursery helps parents to feel reassured. However, information sharing is not always effective. Some parents are unclear as to who is the key person teaching their child. The nursery does not always recognise or offer support to families who may need it.
- The management of the nursery is ineffective. The ethos of the nursery is unclear, as ways of working in different rooms vary. Communication between management and staff regarding expectations and delivery of practice is lacking. Training for staff is available, but staff's understanding of what they have learned is not checked. Staff induction is ineffective in supporting new staff to fulfil their roles and responsibilities. Supervision meetings and peer observations are conducted sporadically and therefore lose value.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff are required to take part in safeguarding training. When discussing what they have learned, some staff shared information about specific topics such as the signs of physical or emotional abuse. However, staff do not apply what they have learned in theory to their practice. This means that signs and symptoms of possible abuse, such as changes in children's behaviour, are missed and children may not get the

help they need. Staff complete daily health and safety checks of the premises. Risk assessments have resulted in some positive changes being made. Ongoing issues with maintenance of doors that do not close or are difficult to open in the children's rooms are being addressed. However, at the time of the inspection, children's safety was compromised.

## 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
implement effective strategies to manage and support the behaviour of all children	21/08/2023
ensure that children with SEND receive targeted teaching, and that their progress is reviewed regularly	21/08/2023
deploy staff effectively to meet the individual learning and development needs of all children	21/08/2023
implement a system to identify staff's training needs, and check their understanding and application of knowledge, to ensure that all children receive good quality learning and development experiences, tailored to their individual needs.	21/08/2023
ensure that all new staff have a robust induction to allow staff to fulfil their duties	21/08/2023
develop an understanding of consent to allow children autonomy of their own bodies	21/08/2023
check staff's knowledge and understanding of how to implement their training so that appropriate action is taken to safeguard children.	21/08/2023

## Setting details

<b>Unique reference number</b>	2567271
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10300305
<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>	1 to 4
<b>Total number of places</b>	124
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Tigers Childcare Limited
<b>Registered person unique reference number</b>	2567270
<b>Telephone number</b>	020 3795 7685
<b>Date of previous inspection</b>	22 April 2022

## 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. The nursery is in receipt of funding for early education funding for children aged two, three and four years. There is a team of 23 members of staff. Of these, two hold qualifications at level 6, and 17 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

Zoe Duggan  
Bernie Dunne

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspectors observed the quality of the education being provided across the nursery, both indoors and outdoors, and assessed the impact on children's learning.
- The inspectors talked to leadership, staff and children at appropriate times during the inspection and took account of their views
- One inspector carried out a joint observation of an activity with the manager.
- The manager and staff spoke to the inspectors about how they support children with SEND.

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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