

Inspection of Tigers Childcare

3 Bodley Way, London, Southwark SE17 1FN

Inspection date: 21 December 2023

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

The provision is good

Since the last inspection, leaders have worked hard to improve the safety of the setting and the quality of the learning and care that children receive.

Staff now have consistently high expectations for children's behaviour and support them very well to meet these expectations. Staff praise children warmly when they display positive behaviours. For example, children beam with pride as staff exclaim, 'Wow, you are sharing so beautifully.'

Staff help children to understand the daily routines very well. For example, toddlers have a good understanding of what happens at sleep time. They independently go to their bed, take their blanket out of the bag and lie down to sleep. Staff use songs throughout the day to support children to follow the daily routine, such as the 'tidy up time' song. These well-embedded routines help children to feel safe and secure.

Leaders plan a curriculum that is ambitious for every child. They carefully consider the skills children should learn to support their personal, social and emotional development. Staff support children to understand their emotions by talking to them about how characters in books are feeling and naming the emotions that children are experiencing. This helps children to begin to express how they are feeling. Staff model good manners in their interactions with colleagues and children. For example, staff and children thank other staff who bring meals into the rooms. This helps children to display these good manners in their interactions with each other.

Staff plan how to make the most of opportunities within the local community. Children develop their love of books as they visit the library to choose books to borrow. They buy fruit and vegetables for the role-play area at the local market. This ensures that all children have opportunities to take part in these valuable experiences, and it helps children to develop their understanding of their local area.

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

- Leaders have put a very effective curriculum for communication and language in place. Staff consistently get down to children's level and model high-quality language to children. They use a wide range of vocabulary to support children to use new words. For example, staff model language such as 'squishy', 'freezing' and 'smooth', as children play with animal toys in artificial snow, and children then begin to use this vocabulary in their play. Staff comment on children's play, using repetition to support children to learn new vocabulary. For example, staff enthusiastically comment, 'roll, roll, roll', as babies roll the play dough. Children

really enjoy joining in with the many songs that staff sing throughout the day, and they enjoy listening to the engaging stories that staff read to them. This helps children to make good progress in their language skills.

- Staff support children to develop their independent skills well. They teach children the skills to serve themselves by explaining to them how to scoop the food. Children serve themselves at lunchtime well and eat neatly with their cutlery. They pour their own water, cleaning up any spills themselves. Developing self-care skills such as these prepares children well for the next stage of their learning, such as school.
- The manager and special educational needs coordinators have a very good understanding of how to support children with special educational needs and/or disabilities (SEND). They work closely with external professionals, such as experts from the local authority and speech and language therapists, to develop strategies to support each child to meet their individual targets. They work in partnership with parents to help them to use these strategies at home. This helps children to make good progress in their individual learning journeys.
- Staff know their key children very well. They understand the progress they have made and next steps in their learning. They then carefully consider how to use children's interests to support them to achieve these next steps.
- There are occasions during the teaching of early reading and writing in which some staff introduce concepts that can be confusing for the children. For example, sometimes, they teach them the names of the letters of the alphabet rather than the sounds that letters make.
- Since the last inspection, leaders have put in place a well-thought-out induction programme to support new staff. They have helped existing staff to improve their practice through, for example, training, modelling, and individual support within the rooms. The manager has a strong understanding of what good practice looks like and provides effective, targeted support to staff where needed.
- Leaders build strong parent partnerships. Parents appreciate the strong communication from staff through the app and via verbal feedback. This helps parents to understand the progress that their children are making at nursery. Leaders consider how to support parents by offering relevant workshops. For example, some parents are currently involved in workshops to help them support their children's communication and language skills. These strong parent partnerships help children in their development at home and nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. Leaders attend local authority safeguarding meetings to ensure they are aware of any specific safeguarding issues in the local area.

There are robust processes in place to keep children with individual dietary needs and allergies safe. Leaders have improved the security of the building since the last inspection, so it is now safe and secure.

What does the setting need to do to improve?

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

- support staff in how to develop children's early reading and writing skills consistently.

Setting details

Unique reference number	2567271
Local authority	Southwark
Inspection number	10310388
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	93
Name of registered person	Tigers Childcare Limited
Registered person unique reference number	2567270
Telephone number	020 3795 7685
Date of previous inspection	5 July 2023

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 for children aged two, three and four years. There is a team of 23 members of staff. Of these, 19 hold relevant qualifications in childcare.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken 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 of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.

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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