

Inspection of Little Tigers

8 Lakeside Drive, London NW10 7GS

Inspection date: 12 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff have a warm approach towards children when they arrive at the setting. This helps children to settle well and separate easily from their parents. Children confidently approach staff when they need comfort and reassurance. They demonstrate that they feel emotionally safe and secure.

The manager and staff have an ambitious curriculum in place to support all children's learning. The special educational needs coordinator (SENCo) works effectively in partnership with outside agencies and parents to ensure that all children with special educational needs and/or disabilities (SEND) receive good support. This has a positive impact on the quality of education that children receive. The manager uses additional funding to support children's literacy. For example, staff have set up a lending library for parents and children to use. This helps to support children's early literacy development successfully.

Staff are good role models and have high expectations of children's behaviour. The interactions between staff and children are warm and positive. Staff are polite in their interactions with children, who, in turn, demonstrate politeness to their friends. Children learn how to behave and treat each other with respect.

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

- The manager, who is also the SENCo, is passionate about her role and monitors children with SEND and those who need extra support effectively. She supports staff and ensures that they provide intervention swiftly to help close any gaps in children's learning.
- Children learn in a clean environment. Staff encourage children to tidy up in preparation for mealtimes. They teach children the importance of washing their hands, particularly before eating. Staff use mealtimes to encourage children's independence. For example, staff help children to serve their own meals, gather their cutlery and use it well. This helps to extend children's independence in preparation for their next steps in education and school.
- Children eat nutritious meals. These are prepared by the setting's cook, who has an in-depth knowledge of children's allergies and dietary requirements. There are good systems in place to ensure that children receive food that supports their individual needs.
- The youngest children choose songs to sing with staff, who model the actions to nursery rhymes. Children engage, smile and laugh at these times. This helps to support children's early listening and understanding skills.
- Some staff are skilful when conversing with toddlers and the oldest children, particularly during group activities. However, at other times, some staff do not always recognise other opportunities to extend their interactions with children to

support children's communication and language even more.

- Staff organise resources and experiences to support children's physical development. The youngest children climb on age-appropriate indoor apparatus. Staff engage them, and children enjoy sifting and pouring sand into containers. Other children pull their fingers through sensory materials, such as a cornflour mixture. Older children enjoy balancing on beams in the outside area and riding bicycles. Children develop their small and large muscles in fun ways.
- Staff say that they enjoy working at the setting. They have regular supervision sessions and receive feedback on their practice. The manager has put robust recruitment procedures in place to ensure that all staff employed to work with children are suitable to do so. Staff receive a comprehensive induction to make sure that they understand their roles and responsibilities.
- The manager and staff form good relationships with parents. They gather information about children before they start. They use this information to begin to plan activities and experiences for children. This supports children to make good progress from their starting points in learning.
- Partnerships with parents are strong. Parents comment that staff are professional and approachable. They say that they are happy with the progress their children make at the setting. Parents praise staff for the regular updates they provide about their children's development, which helps to promote children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- engage children more effectively in conversations and extend their communication and language skills further.

Setting details

Unique reference number	2658593
Local authority	Brent
Inspection number	10277349
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	84
Number of children on roll	89
Name of registered person	Little Tigers (Park Royal) Limited
Registered person unique reference number	2658594
Telephone number	07931 371960
Date of previous inspection	13 January 2023

Information about this early years setting

Little Tigers registered in 2022 and is situated in Park Royal, in the London Borough of Brent. The setting operates on weekdays, from 8am to 6pm, for 51 weeks a year. It employs 23 childcare staff, 14 of whom hold appropriate early years qualifications at level 3. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Anne-Marie Giffits

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises with the provider.
- The manager and inspector completed a learning walk together.
- The manager and inspector carried out joint observations to assess the quality of the education provided.
- Parents spoke to the inspector about their children's experiences at the setting.
- The inspector spoke with staff at convenient times during the inspection

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024