

Inspection of Tiny Tigers Nursery

Cheetham Sure Start, Cheetwood Road, Manchester M8 8AQ

Inspection date: 14 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children appear to be very happy and extremely settled at this good-quality nursery. They are highly engaged during their play and have remarkable attitudes towards their learning. For example, children become enthralled at the marks they make with paint using their feet. Babies show excellent perseverance and pleasure as they pull themselves up onto low-level apparatus outdoors.

Staff are positive role models who have high expectations for children's behaviour. Children are exceptionally well behaved, show confidence to ask for help and show exemplary levels of respect towards others. They understand exactly what is expected of them and are eager to share and cooperate. For example, as they take turns while completing a jigsaw puzzle, children say 'sharing is caring'.

Children show good large-muscle skills as they kick balls outdoors and use ropes to climb up onto the climbing frame. They develop small-muscle skills by exploring sand and flour with their hands, and by playing with musical instruments. Children giggle with delight as they sing along to songs and listen carefully to stories. Children's well-being is given high priority. They are encouraged to think about how they feel throughout the day.

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

- Leaders have a clear understanding of what they want children to learn and why. The manager and her team are dedicated to helping children thrive. During weekly meetings, staff receive feedback to develop their practice. Leaders reflect on the setting and demonstrate a good capacity to continually improve.
- Children are provided with meaningful learning experiences based on their interests and individual needs. For example, children interested in insects are offered opportunities to search for them. Gaps in learning close and all children make good progress. Through robust interventions and monitoring, children who speak English as an additional language receive good levels of support. Children with special educational needs and/or disabilities also make good progress. Care plans are reviewed with parents and external professionals.
- Children are confident individuals who are developing a good awareness of the community in which they live. Toys and books are carefully chosen to promote children's learning about similarities and differences between themselves and others. Children and their families donate to a local food bank to help others less fortunate than themselves.
- Overall, staff support children's communication and language skills well. They teach children sign language, sing songs and read their favourite stories. However, some staff do not always engage in thoughtful conversations with children, or ask challenging questions to support their language development to

the highest level.

- Care practices are good. Children are encouraged to manage their own needs and to be independent, for example when taking off their shoes or putting on their coats. Children wash their hands before eating and serve their own food at lunch and snack and times. Babies are encouraged to select their own snacks and use cutlery to eat their lunch.
- Leaders have identified a need to focus on children's literacy development. Children enjoy looking at books and learn to recognise their own names. However, staff do not always model the correct pronunciation of letter sounds to promote children's early literacy skills.
- Children are well supported during the settling-in period, as staff spend time getting to know their individual needs. Children settle quickly and show outstanding behaviour. Close links with local schools help to support children's move on to school.
- Partnerships with parents are good. Parents praise staff on how friendly and approachable they are. Staff share daily updates with parents, and invite them to meetings to discuss their children's learning and development. Parents are involved in deciding which activities are on offer to the children.
- Leaders ensure that staff are well qualified and have access to training. A comprehensive programme of supervision and support helps to develop staff practice and improve outcomes for children. Staff comment on how their well-being is given priority and how they are supported both in and out of work.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well deployed across the nursery premises, which are safe and secure. Staff have a thorough understanding of how to keep children safe and protected from harm. They understand the steps to take should they become concerned about a child's welfare or the conduct of a colleague. Staff understand wider safeguarding concerns, such as radicalisation and extremist views. Recruitment arrangements are robust and ensure that all staff employed are suitable to work with children. The manager ensures that staff attend safeguarding training, and that their knowledge is kept up to date.

What does the setting need to do to improve?

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

- provide children with more opportunities to engage in thoughtful and challenging conversations, to raise their communication and language skills to the highest level
- model the correct pronunciation of letter sounds consistently, to promote children's early literacy skills.

Setting details

Unique reference number	EY552407
Local authority	Manchester
Inspection number	10144612
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	0 to 5
Total number of places	100
Number of children on roll	45
Name of registered person	Tiny Tigers Nursery Ltd
Registered person unique reference number	RP552406
Telephone number	01618329444
Date of previous inspection	Not applicable

Information about this early years setting

Tiny Tigers Nursery registered in 2017 and is situated in Manchester. The nursery employs 10 members of childcare staff. Of these, six hold relevant qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

Inspection activities

- A learning walk was conducted by the inspector and the manager.
- The inspector observed the learning environment inside and outdoors.
- Discussions were held throughout the inspection with the manager, staff, parents, children and a representative from the local authority.
- The inspector observed the interactions between staff and children. He evaluated the impact this has on children's learning.
- The inspector reviewed relevant documentation, including evidence of the suitability and training of staff.

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 2020